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ABSTRACT

Social studies educators can use this long form of the Curriculum Materials Analysis System to analyze curriculum ideas and materials in breadth and depth. The form was revised using feedback from educators in workshops and conferences. Eight major sections deal with product characteristics; rationale and objectives; content; theory and strategies; antecedent conditions (i.e., conditions that must exist with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented); evaluation; background of materials development; and background of the analysis. Each section contains both scaled and narrative questions. Some of the questions are descriptive and some evaluative. In each section, the first questions are intended to elicit information of the most important, yet general, nature within each section. As the analysis unfolds within each section, subordinate level questions elaborate on the questions asked at the first level. (RM)

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CURRICULUM MATERIALS ANALYSIS SYSTEM

LONG FORM

Revised Edition

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LONG FORM

Revised Edition

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INTRODUCTION
TO THE
CURRICULUM MATERIALS ANALYSIS SYSTEM

Background and Uses of the CMAS

New materials for social science/social studies education are becoming available in increasing quantities. This is the result of substantial support given to curriculum materials developers by government and private sources in the 1960s. The task of those who must select and adapt materials is difficult, not only because of the increasing numbers of materials from which they must select, but also because of the greater complexity and sophistication of many of the new materials.

In May 1967 the Social Science Education Consortium (SSEC) published Steps in Curriculum Analysis Outline. The outline was designed to provide a method of analyzing curriculum ideas and materials in breadth and depth. Since that time the Curriculum Materials Analysis System (CMAS, as it has now come to be called) has been used by a large number of educators in workshops, conferences, and in other educational endeavors throughout the United States. Many useful suggestions for revision were received from many of these people. It has been our experience that the CMAS is equally useful both as an analytical decision-making instrument and as a teacher-training tool.

Below are listed eight possible uses of the CMAS. These suggestions appeared in the 39th Yearbook (1969) of the National Council for the Social Studies, Social Studies Curriculum Development: Prospects and Problems.

1) General library use: To assist users to become quickly acquainted with the materials in a curriculum library.
2) Analysis of trends: To facilitate the analysis of trends in curriculum materials, such as the increasing or decreasing use of particular types of objectives, teaching strategies, teaching aids, etc.
3) Field data collection: To serve as a framework for accumulating comparable data from different sources on classroom use of materials.
4) Decision-making: To assist in choosing new curriculum materials.
5) Curriculum use: To help classroom teachers understand new materials that have been selected for their use.

6) Curriculum development: To suggest to curriculum developers all of the dimensions of curriculum philosophy, construction, and use that they might take into consideration in their work.

7) In-service education: To introduce teachers to new ideas and approaches in new curriculum material, apart from scientific adoption decisions. (In curriculum analysis seminars which were part of the Experienced Teacher Fellowship Programs at Purdue University and at the University of Colorado, we found the development and application of a curriculum materials analysis system to be a very stimulating method of getting teachers involved with all the elements of curriculum philosophy, construction, and use.)

8) Pre-service education: To acquaint students with a broad range of curriculum materials through the study of analyses done by others; and to introduce students to all the dimensions of curriculum construction and use by having them perform curriculum analyses of their own.

Since 1967 over 200 Curriculum Materials Analyses (CMAs) of a wide variety of curriculum units or packages have been produced by various individuals and groups. Many of the CMAs were done in a short time, often with inadequate resources, and in some cases for the purpose of training rather than producing a finished product. At this writing, the SSEC has selected and made available for sale 34 CMAs of 27 curriculum materials packages.

Because of the SSEC's continuing effort to make available to educators information about new developments and approaches in social studies/social science education, a Social Studies Curriculum Materials Data Book has been published. The first edition of the Data Book contains separate analyses of 72 new social studies curriculum materials packages, textbooks, games and simulations, plus explanatory text and indices. Each data sheet is a single-sheet, two-page analysis of curriculum materials. The CMAS was used to provide an analytical framework for the data sheets.

The Revised CMAS

Below is a comparison of the major section headings in the 1967 CMAS and in this revision. Three major section headings have been changed. The primary reason for this was clarity and generality. Antecedent Conditions, now Section 5.0, is considered after the analyst has examined the substance of the

curriculum package. Two new sections have been added: 7.0, Background of Materials Development; and 8.0, Background of the Analysis.

These two sections are brief, and may be ignored by the CMA reader interested only in the materials.

1967 CMAS Major Section Headings	1971 Revision, CMAS Major Section Headings
1.0 Descriptive Characteristics	1.0 Product Characteristics
2.0 Rationale and Objectives	2.0 Rationale and Objectives
3.0 Antecedent Conditions	3.0 Content
4.0 Content	4.0 Theory and Strategies
5.0 Instructional Theory and Teaching Strategies	5.0 Antecedent Conditions
6.0 Overall Judgments	6.0 Evaluation
	7.0 Background of Materials Development
	8.0 Background of the Analysis

In this revision the CMAS has been organized into three forms. Each form is intended to stand on its own. The first, or short, form contains questions at the one-decimal level only. The possible users of this form would be participants in short workshops of a few hours to a day in length and the busy administrator or teacher who does not have time for more in-depth examination of curriculum materials. The second, or intermediate, form contains questions at both the one-decimal and two-decimal levels. The possible users of this form would be participants in one or two week workshops, students in short courses on curriculum, and the curriculum specialist who needs to examine a package of curriculum materials in greater depth than the short form permits. The third, or long, form contains questions at the one-decimal, two-decimal, and three-decimal levels. The possible users of this form are curriculum specialists or teachers who have a good bit of time to devote to analysis of materials, methods teachers and their students who wish to spend a good portion of a term analyzing materials, and others who wish to have a very thorough knowledge of curriculum materials.

Each level contains both narrative and scale questions. One-decimal level questions are intended to elicit information of the most important, yet general. nature within each section. As the analysis unfolds within each section, subordinate level questions (two- and three-decimal questions) elaborate on the

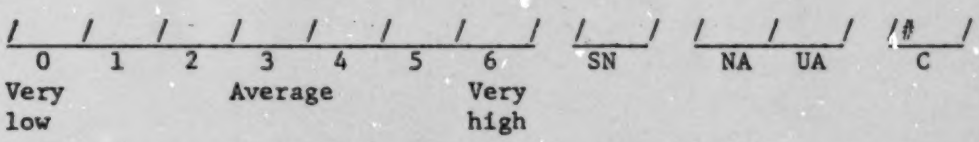
questions asked at the first level. Some subsections of the CMAS are covered adequately at the intermediate, or two-decimal, level.

In addition to the short, intermediate, and long version of a Curriculum Materials Analysis (CMA), there is a synopsis form which summarizes each of the five substantive sections, 2.0 through 6.0, in 100 words or less.

Analyzing Curriculum Materials with the CMAS

The CMAS is not viewed as a strict linear instrument. That is, the user should not feel that he must proceed with his analysis starting with Section 1.0 and working straight through the sections in numerical order. The first step for the analyst is to become generally familiar with both the entire instrument and the package of materials keeping the CMAS in mind. In this way he will get a feel for the kinds of questions asked in each section and the relationship among the sections. Following that, it is probably desirable to start with Section 1.0, Product Characteristics. This section provides an overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics. It is suggested that the analyst proceed in order for the most part, departing from order as convenient--e.g., skipping some sections and coming back to them.

Most of the questions asked in the CMAS require a scaled response. A typical scale is shown below left.



The analyst is asked to check a number on this scale that he deems the most appropriate to the question. In most cases scaled questions are accompanied by another scale. This scale is shown above right. The analyst can ask the reader to see his narrative statement (SN) and/or indicate whether information about a question is either not applicable (NA) or unavailable (UA). Since an analyst may have to use his imagination to figure out implicit answers, in most cases scaled questions are also accompanied by a scale which indicates the degree of certainty with which the analyst is answering a particular question. Zero on this scale indicates a very low certainty of response; 4 indicates high certainty. The intent of the certainty scale is to make the analyst feel more comfortable about responding, since he can always hedge by indicating

degree of certainty. Also, the "SN scale" appears where there is not a numerically-scaled response called for. Scaled questions should always be answered (if only to indicate NA or UA), and narrative responses should also be made unless the analyst feels that everything he has to say is indicated by the scaled responses and checks. In Sections 2.0 through 6.0, the analyst is asked to write a brief, 100 word or less, abstract summarizing his analysis of those sections.

It is intended that the final product of the analyst's work, the CMA, be the completed CMAS form integrated with the narrative responses. That is, upon completion of the curriculum analysis, narrative responses are typed. These narrative responses are then incorporated into the filled-out CMAS via a cut-and-paste process.

The staff of the Social Science Education Consortium is anxious to receive feedback from the users of the CMAS. We are particularly interested in which form(s) were used, for what purpose, the ease of use, problems with use, and suggestions for further revision. Please address all inquiries and comments to CMAS Coordinator, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.

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It would be impossible to acknowledge the sources of all the ideas combined in this revision of the analysis system, but some of the most direct debts should be mentioned. In various sections of the CMAS the authors have borrowed from the work of Gordon Allport and P. E. Vernon, Harold Berlak and James Shaver, Benjamin Bloom, David Krathwohl and their colleagues, Jerome Bruner, Ira Gordon, and Robert Stake, Jean Piaget, and Alan Tom. Needless to say, none of these scholars is responsible for the ways in which we have adapted their ideas.

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CURRICULUM MATERIALS ANALYSIS SYSTEM

Outline
Long Form

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  - 5.11 Physical Aspects
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    - 5.121 Age
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    - 5.211 Content
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- 6.41 Specific Uses
- 6.42 Boundary Conditions

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- 7.12 Other Project Personnel
- 7.13 Origin of Project
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- 7.21 Other Sources of Funding
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7.3 Dissemination
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- 7.32 Printed Information

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- 8.12 Formal Education
- 8.13 Professional Experience
- 8.14 Editing

8.2 Circumstances of this Analysis
- 8.21 Location
- 8.22 Time
- 8.23 Instruction

8.3 Selection of Materials

8.4 References
- 8.41 Detailed References

8.5 Attitudes and Opinions of the Analyst
- 8.51 Detailed Attitudes and Opinions

1.0 Product Characteristics

Information. This section gives a general overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics.

Instruction. After completing the entire analysis, write and insert here an overview of the entire analysis in not more than 100 words. The overview should be both selected, pointing to the most important characteristics of the materials as the analyst sees them, and succinct.

1.1 Subject Content

This topic is treated very briefly here. See Section 3.0, Content, for elaboration; see also Section 6.0, Evaluation.

1.1-Q1 Indicate the discipline or disciplines most prominent, mark them "1," "2," "3," in order of prominence; or, if they cannot be distinguished, mark them all "1." If more than three disciplines are prominent, mark either "interdisciplinary" or "multidisciplinary."

Anthropology	____	Psychology	____
Economics	____	Sociology	____
Geography	____	Social Psych.	____
History	____	Interdisc.	____
Political Sci.	____	Multidisc.	____

/ ____ /	/ ____ / ____ /	/ ____ /
See narrative (SN)	Not applicable (NA)	Unavailable (UA)	Analyst's Certainty (C) (Scale 0-4)

1.1-Q2 In general, how sound is the substantive content of these materials? Mark the scale according to your best overall judgment. Note: The scale shown below right is an abbreviation of the scale in 1.1-Q1.

/ ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / /#___/

0 1 2 3 4 5 6 SN NA UA C

Very unsound — Moderately sound — Very sound

1.2 Intended Uses

Much of the content of this section is elaborated in Section 5.0, Antecedent Conditions.

1.2-Q1 For what grade level or levels are these materials most appropriate, according to the author?

Grade level(s) ____ / ___ / / ___ / ___ / /#___/

SN NA UA C

1.2-Q2 Are there any particular kinds of students, teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, students from particular ethnic groups, teachers without much background in social science, schools with or without flexible facilities, and communities that are or are not politically conservative. If "yes," elaborate.

/___/___/ Yes No /___/ SN /___/___/ NA UA /#___/ C

1.2-Q3 What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? Circle "weeks" or "years" according to which unit is used.

_____ weeks or years /___/ SN /___/___/ NA UA /#___/ C

1.21 Grade Level(s)

1.21-Q For what grade level or levels are these materials most appropriate, according to the author? For what other grade level or levels might they also be used with reasonable effectiveness? What are the analyst's views with respect to the most appropriate grade level or levels, and with respect to another grade level or levels for which the materials could be used? Check the appropriate boxes below.

Grade levels for which materials are most appropriate	Author's Intention															
		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Analyst's Opinion															

/___/ SN /___/___/ NA UA /#___/ C

Other grade levels where materials could be used	Author's Intention															
		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Analyst's Opinion															

1.22 Student Characteristics

1.22-Q Are there any particular kinds of students for whom these materials would be especially suitable or unsuitable--slow or able learners; particular social, economic, or ethnic groups? If "yes," elaborate.

/___/___/ Yes No /___/ SN /___/___/ NA UA /#___/ C

1.23 Characteristics of Teacher, School, and Community

1.23-Q Are there any particular kinds of teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, teachers with or without much background in social sciences, schools with or without flexible facilities, communities that are or are not politically conservative? If "yes," elaborate.

/ / /
Yes No

/ / / / /
SN NA UA C

1.24 Required Time

1.24-Q What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? What is the range of times, from shortest to longest, that the author thinks the materials might be used effectively? What lengths of time does the analyst consider appropriate? Fill in appropriate numbers below and circle "weeks" or "years" according to which unit is used.

	According to author	According to analyst	
Most appropriate length of time	_____	_____	(indicate
Shortest appropriate length of time	_____	_____	weeks or
Longest appropriate length of time	_____	_____	years)

/ / / / /
SN NA UA C

1.25 Sequence and Independence of Parts

1.25-Q1 To what extent can the teacher depart from the sequence of materials prescribed by the author without impairing the effectiveness of the materials?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very little — Moderate departure — Very much

1.25-Q2 To what extent can parts of the materials be taught separately, apart from the rest of the materials, without impairing the effectiveness of the parts so taught?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very little — Moderate departure — Very much

1.3 Printed Materials and Other Media

Note that this section refers to the specific materials and media covered in this analysis. Other materials and media which belong to the same curriculum package but which are not covered in this analysis should be described briefly below.

1.3-Q1 Check which of the following items are available and are covered in this analysis:

Student Text	____	Other printed teacher materials	____
Other printed student materials	____	Media other than printed materials	____
Teacher's Guide	____	Tests	____

/____/ /____/____/ /#___/
SN NA UA C

1.3-Q2 Are there other materials and media which are closely related to the materials which have been analyzed but which are not included in this analysis? If so, describe them briefly.

/___/___/___/ /____/ /____/____/ /#___/
Yes No SN NA UA C

1.3-Q3 What is your general overall judgment of the physical and technical (not substantive) quality of the materials, including all media? (For an overall judgment of the substantive quality of the materials, see 1.1-Q2).

/___/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very poor Average Excellent

1.3-Q4 As compared with the average cost of supplying curriculum materials for a social studies class at the grade level(s) for which these materials are intended, how are the costs of these materials?

/___/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very low Average Very high

1.31 Printed Student Materials

1.31-Q1 There are a number of charts below which apply to the student text (if any) and to other student materials (if any). In the chart immediately below, the first line has the word "text" in the first column. The second column is for the complete title of the text. On the second line, the analyst should put in the first column a short identifying name for the second piece of student materials he is analyzing--e.g., "readings," "workbook"--and then the full title should be written in the second column. In subsequent charts these materials will be identified by the short identifying name. If there is a third item to be analyzed, it should be identified on the third line of the chart. If there are additional items, they should be described appropriately in the narrative.

	Title	Author	Publisher	Date of Publication
Text				

/ / / / / / /0 /
SN NA UA C

1.31-Q2 If materials other than a text were identified in 1.31-Q1, identify them in Column 1 below. Then complete the table.

	Number of pages	Dimensions	Unit cost	Cover: Hard, soft, other
Text				

/ / / / / / /0 /
SN NA UA C

1.31-Q3 How durable do you judge each of the following materials to be?

Text							

0 1 2 3 4 5 6

Very flimsy — Moderately durable — Very durable

/ / / / / / / / / /#/
SN NA UA C

1.31-Q4 How appropriate is the language level of the following materials for the grade level(s) for which intended?

Text							

0 1 2 3 4 5 6

Very in-appropriate — Somewhat appropriate — Very appro-priate

/ / / / / / / / / /#/
SN NA UA C

1.31-Q5 How appropriate is the style of writing of each of the following materials for the grade level(s) for which intended?

Text							

0 1 2 3 4 5 6

Very in-appropriate — Somewhat appropriate — Very appro-priate

/ / / / / / / / / /#/
SN NA UA C

1.31-Q6 How appealing is the overall appearance of these materials?

Text							
	0 Very un-appealing	1	2	3 Somewhat appealing	4	5	6 Very appealing

/___/ /___/___/ /#_/
SN NA UA C

1.31-Q7 How many of each of the following are included in the student materials listed below? Indicate "0," "some," or "many" in each box.

	Color photos	B/W photos	Drawings	Maps	Charts
Text					

/___/ /___/___/ /#_/
SN NA UA C

1.32 Printed Teacher Materials

1.32-Q1 If there is a teacher's guide fill in its title and other information on the first line below. If there are other printed teacher materials, identify them in the first column of the table and give the appropriate information in other columns. If there are more than three items to be described, give the descriptions in the narrative.

	Title	Author	Publisher	Date of Publication
Teacher's Guide				

/___/ /___/___/ /#_/
SN NA UA C

1.32-Q2 Complete the following table, giving information on the teacher's guide and the other materials (if any) identified in 1.32-Q1.

	Number of pages	Dimensions	Cover: hard, soft, other	Price
Teacher's Guide				

/___/ /___/___/ /#__/
SN NA UA C

1.32-Q3 Does the teacher's guide include the student text?

/___/___/ /___/ /___/___/ /#__/
Yes No SN NA UA C

1.32-Q4 through Q10. Information on the following table refers only to the teacher's guide (if any). For each item listed in the first column, indicate by checking "yes" in the second column whether it is contained in the guide. Indicate in subsequent columns the overall quality of the item--ranging from "very poor" to "very good"; whether the reader should refer to your narrative (SN); and your degree of certainty with respect to your judgment about the item.

1.32-Q4 through Q10 asks your overall judgment on the quality of the guide.

		Yes	Very poor Average Very good 0 1 2 3 4 5 6	SN	C
1.32-Q4	Rationale for the materials				#
1.32-Q5	Student objectives				#
1.32-Q6	Teaching strategies				#
1.32-Q7	How to use the materials to meet individual student needs				#
1.32-Q8	Background information to help the teacher understand the materials				#

		Yes	Very poor 0	1	2	Average 3	4	5	Very good 6	SN	C
1.32-Q9	Other characteristic(s) (specify)										#
1.32-Q10	Overall quality of the guide										#

1.33 Other Media

1.33-Q1 Check below the types of media items that are a part of the materials.

Films	___	Audio-tapes	___	Artifacts	___
Video-tapes	___	Transparencies	___	Laboratory equipment	___
Filmstrips	___	Spirit masters	___	Kits	___
Slides	___	Maps	___	Other	___
Records	___	Charts	___		___

/___/ /___/___/ /#___/
SN NA UA C

1.33-Q2 If one or more of the media items are checked, indicate your overall judgment of the substantive quality of these items.

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very poor Average Very good

1.33-Q3 If one or more of the media items are checked, indicate your overall judgment of the physical and technical quality of these items.

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very poor Average Very good

1.33-Q4 For each item checked in 1.33-Q1, write in your narrative a description of the item, indicating all descriptors appropriate to the particular item. For example, number of items, time (for films and tapes), color versus black and white, price, rental cost, etc. Also give a separate judgment for each item with respect to substantive quality and technical quality.

/___/ /___/___/ /#___/
SN NA UA C

1.33-Q5 To what extent are the media other than printed materials an essential and integral part of the total package?

/ / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Very little — Somewhat — Very much

1.34 Tests

1.34-Q1 Are student tests on the materials provided? If "yes," indicate the predominant type or types of tests by marking one or more checks on the scale below. If one type of test question predominates, and others are of lesser importance, mark "1" (for most prominent type of test), "2," etc. in the appropriate boxes of the scale.

No tests provided	___	Short answer	___	Problems	___
Multiple choice	___	Completion	___	Other	___
Essay	___	True-false	___	(specify)	___

/ / / / / / / / / / / /
SN NA UA C

1.34-Q2 If any tests are provided, describe them further, including: 1) Number of tests and number of items per test; 2) whether the tests are intended to "cover" all of the materials; or, if not, what proportion of materials is covered.

/ / / / / / / / / / / /
SN NA UA C

1.34-Q3 What is the cost per student for all available tests?

/ / / / / / / / / / / /
SN NA UA C

1.34-Q4 Are norms for tests available? If "yes," describe their nature. If they are not supplied with the materials, how can they be obtained?

No norms	___
Yes, supplied with materials	___
Yes, but not supplied with materials	___

/ / / / / / / / / / / /
SN NA UA C

1.34-Q5 How valid do you judge the tests to be? (Validity of a test indicates that it measures what it is intended to measure.)

0	1	2	3	4	5	6	SN	NA	UA	C
Invalid		Adequately valid				Very valid				

1.34-Q6 How reliable do you judge the tests to be? (Reliability refers to the probability that a test will give the same results, regardless of the circumstances under which it was given to a particular student and regardless of who grades it.)

0	1	2	3	4	5	6	SN	NA	UA	C
Unreliable		Moderately reliable				Very reliable				

1.35 Costs

1.35-Q1 The calculation of costs for classroom use of curriculum materials is difficult and complex. This question is to help the analyst summarize and analyze the total cost of adopting a particular curriculum materials package. Most or all of the costs summarized here have already been given in Sections 1.31-1.34 and these figures should be used in making computations for this section.

Among other important variables affecting cost calculations are these two: 1) What materials are essential and which are optional? and 2) Are costs to be calculated for the first year of use, or over a period of years of use? The following instructions take account of these two variables. The "Minimum" and "Maximum" columns refer to the costs if only the most essential materials are bought (minimum) and the costs if all materials are bought (maximum). The "First Year" columns refer to the costs if materials are bought and used for only one year. The "Subsequent Years" columns refer to the costs if the non-expendable materials are used for a period of four years.

	First Year		Subsequent Years	
	Minimum	Maximum	Minimum	Maximum
Cost per student				
Text	$	$	$	$
Tests				
Other printed student material				
Other media				
Total cost per student	$	$	$	$

	First Year		Subsequent Years	
	Minimum	Maximum	Minimum	Maximum
Cost per classroom				
Teacher's Guide	$	$	$	$
Other printed teacher's material				
Other media				
Total cost per classroom	$	$	$	$

The analyst should comment freely in the narrative on the assumptions, uncertainties, and qualifications related to his total cost figures.

/___/ /___/___/ /#__/
SN NA UA C

1.35-Q2 Are there costs other than those indicated above which a school or school district might incur if these materials are used? For example, might it be necessary to buy unusual equipment or supplies, to give special training to teachers, or to modify school facilities?

/___/ /___/___/ /#__/
SN NA UA C

1.4 Dominant Instructional Characteristics

To the extent that materials can influence the course of learning activities, give your best judgments as to the probable effects of these materials in shaping the following dimensions of learning. The use of various teaching strategies is treated much more fully in Section 4.0, Learning Theory and Teaching Strategies.

1.4-Q Describe the dominant types of teaching and learning activities that are prescribed or suggested by these materials.

/___/ /___/___/ /#__/
SN NA UA C

1.41 Roles of Teacher and Students

1.41-Q1 How much initiative for undertaking learning activities is taken by students; how much by the teacher?

/__/__/__/__/__/__/__/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Mostly by students — Balanced — Mostly by teacher

1.41-Q2 How much class time is taken by teacher exposition?

/__/__/__/__/__/__/__/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
None — Moderate amount — Very much

1.41-Q3 To what extent can students proceed at their own individual paces?

0	1	2	3	4	5	6	SN	NA	UA	C
Very little			Moderate amount			Very much				

1.42 Types of Learning Activities

1.42-Q1 How much variety in learning activities is there?

0	1	2	3	4	5	6	SN	NA	UA	C
Very little			Moderate amount			Very much				

1.42-Q2 How much variety of grouping for classroom activities is there--full class, small groups, individual work, etc.?

0	1	2	3	4	5	6	SN	NA	UA	C
Very little			Moderate amount			Very much				

1.42-Q3 How much use is made of community resources, brought into the classroom?

0	1	2	3	4	5	6	SN	NA	UA	C
Little or none			Moderate amount			Very much				

1.42-Q4 How much use is made of community resources, outside the classroom?

0	1	2	3	4	5	6	SN	NA	UA	C
Little or none			Moderate amount			Very much				

1.5 Performance Data Availability

This section gives very brief information on performance data derived from classroom use of the materials. Section 6.0 includes more detailed data.

1.5-Q1 How much information on performance results of these materials is available?

0	1	2	3	4	5	6	SN	NA	UA	C
None			Moderate amount			Very much				

1.5-Q2 If data are available, how unfavorable or favorable are they with respect to the intended results?

/ / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very un- favorable Moderately favorable Very favorable

1.51 Curriculum Project Report(s)

1.51-Q Are there any reports from the project which include performance data on the materials? If yes, describe the report, how it can be obtained, and what the performance data show.

/ / / / / / / / /#/
Yes No SN NA UA C

1.52 Producer's or Publisher's Report(s)

1.52-Q Are there any reports from the producer or publisher of the materials which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

/ / / / / / / / /#/
Yes No SN NA UA C

1.53 School System Report(s)

1.53-Q Are there any reports from school systems which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

/ / / / / / / / /#/
Yes No SN NA UA C

1.54 Research Report(s)

1.54-Q Are there any research reports which include performance data on these materials? If yes, describe the report, how it can be obtained, and what the performance data show.

/ / / / / / / / /#/
Yes No SN NA UA C

1.6 References

References cited in this section refer only or primarily to information about the materials themselves. Section 7.32 gives references to the curriculum development project and Section 8.4 cites references which the analyst has found useful in understanding the analysis system and applying it to the materials.

1.6-Q List the one or two most useful references which give information about the materials in addition to the information found in the materials themselves. Give proper bibliographic references, including prices and how the references can be found or obtained.

/___/ /___/___/ /#__/
SN NA UA C

1.61 Further References

1.61-Q1 In addition to the citation or citations in 1.6-Q, list other references that give useful information about the materials. Give proper bibliographic references, including prices and how the references can be found or obtained.

/___/ /___/___/ /#__/
SN NA UA C

1.61-Q2 In general, how useful are all these references in supplying additional information about the materials?

/_/_/_/_/_/_/_/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Useless Moderately useful Very useful

2.0 Rationale and Objectives

Information. A rationale is a philosophic position on education held by a curriculum developer. It consists of the assumptions and goals which the developer uses as guides and criteria for the selection and ordering of objectives, content, strategies, and evaluation processes in the curriculum. The assumptions include assumptions about the nature of the individual, of society, and of the relationship between the individual and society; also assumptions about the nature of knowledge and values. To the extent that a curriculum is embodied in materials, the rationale also supplies guides and criteria for the materials.

Objectives of curriculum materials are statements that indicate the ways in which students are expected to change their thinking, values, and actions as a result of using the materials. Objectives range from very general to very specific and include both substantive and methodological objectives. Specific objectives are sometimes stated in the form of "behavioral," or "performance," objectives.

Instructions. With respect to all parts of the CMAS, the evidence for answers to questions may be explicitly stated in the materials or other sources, or it may be implicit and necessitate the making of inferences by the analyst, or there may be no evidence at all on which to base an answer. Many of the questions on rationale may put a severe strain on the inferential powers of the analyst and some may have to go unanswered.

After completing Section 2.0, write and insert here an abstract of the section in not more than 100 words. The abstract may contain both descriptive and evaluative statements.

2.0-Q1 Can the author's rationale be found explicitly and clearly in the materials or in other sources available to the analyst? Can it be found implicitly? Does it seem that no rationale exists? Indicate your answer on the following scale.

/	/	/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA		C	
Non-existent or impossible to discover			Implicit and fairly clear		Explicit and very clear									

2.0-Q2 How clear is the author in setting forth his objectives?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very obscure — Fairly clear — Very clear

2.0-Q3 To what extent do you, the analyst, agree with the author's rationale and objectives?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To great extent

2.1 The Individual and Society

2.1-Q1 What is the nature of the individual and of society, and how are the individual and society related to each other?

/ / / / / /
SN NA UA C

2.1-Q2 What goals should education foster for the individual and for society? To what extent are these goals compatible, to what extent in conflict?

/ / / / / /
SN NA UA C

2.11 Nature of the Individual

2.11-Q1 How much control does the author think individuals have over their own successes and failures?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Little or none — Moderate amount — Great deal

2.11-Q2 What other assumptions or views does the author have with respect to the nature of the individual?

/ / / / / /
SN NA UA C

2.111 Innate Morality

2.111-Q Does the author believe that individuals are naturally good (and may be made less good by life experiences), bad (and may be made better by life experiences), or neutral (with goodness and badness being determined by life experiences)?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Naturally very bad — Naturally neutral — Naturally very good

2.112 Learning Capabilities

2.112-Q To what extent is learning ability fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.113 Creativity

2.113-Q To what extent is creativity fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.114 Aspirations

2.114-Q To what extent are the individual's aspirations to intellectual, artistic, social, and vocational attainment fixed and limited at birth, according to the author?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.115 Individual Differences

2.115-Q To what extent must curriculum developers take account of individual differences (in learning capabilities, creativity, aspirations, etc.) in planning learning activities, according to the author?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Not at all — To some extent — To great extent

2.12 Goals for the Individual

2.12-Q What goals for education of the individual does the author think are most important?

/ / / / / / /#/

SN NA UA C

2.121-Q through 2.1215-Q

To what extent does the author think that a goal of education should be to help students become:

	Not at all 0	1	2	To some extent 3	4	5	To great extent 6
2.121-Q Scholars and creators of knowledge?							
2.122-Q Skilled in scientific method?							
2.123-Q Learners of existing knowledge?							
2.124-Q Acceptors of existing knowledge?							
2.125-Q Questioners of existing knowledge?							
2.126-Q Learners of existing values?							
2.127-Q Acceptors of existing values?							
2.128-Q Questioners of existing values?							
2.129-Q Solvers of personal problems?							
2.1210-Q Solvers of social problems?							
2.1211-Q Social activists?							
2.1212-Q Appreciators of the good, the true, and/or the beautiful?							
2.1213-Q Skilled in finding and holding jobs?							
2.1214-Q Creative, divergent thinkers?							
2.1215-Q Social scientists?							

/ / / / / / / /#/
SN NA UA C

2.13 Nature of Society

2.13-Q What is the general nature of society? Is it good or bad? Flexible or rigid?

/____/ /____/____/ /#___/
SN NA UA C

2.131 Innate Morality

2.131-Q To what extent is society naturally or innately good or bad, according to the author?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Innately very bad — Neutral — Innately very good

2.132 Flexibility

2.132-Q To what extent is society flexible and easy to change?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Rigid and difficult to change — Moderately flexible — Very flexible

2.133 Range of Choice of Types of Society

2.133-Q Is there a limited number of types of society--for example, democracy, communism, and anarchy--among which man may (or must?) choose? Or is there an unlimited number of types of society from which man may choose?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very few types — Moderate number — Unlimited number

2.14 Goals with Respect to Society

2.14-Q What are the goals or purposes of society, and what should they be, according to the author?

/____/ /____/____/ /#___/
SN NA UA C

2.141 Continuity and Stability

2.141-Q1 To what extent is society used to create and maintain continuity and stability, according to the author?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To great extent

2.141-Q2 To what extent <u>should</u> society be used to create and maintain continuity and stability?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To great extent				

2.142 <u>Criticism and Improvement</u>

2.142-Q1 To what extent is criticism of and change in society fostered, in the hope of continuously improving society?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To great extent				

2.142-Q2 To what extent <u>should</u> criticism of and change in society be fostered, in the hopes of continuously improving society?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To great extent				

2.143 <u>Utopian Potential</u>

2.143-Q How likely is it that society can and will eventually approach a Utopian state?

0	1	2	3	4	5	6	SN	NA	UA	C
Impos-sible			Possible but un-likely			Possible and very likely				

2.15 <u>Relationship of the Individual to Society</u>

2.15-Q What relationships does the author believe exist between society and the individual? Who influences whom? Who serves whom?

SN	NA	UA	C

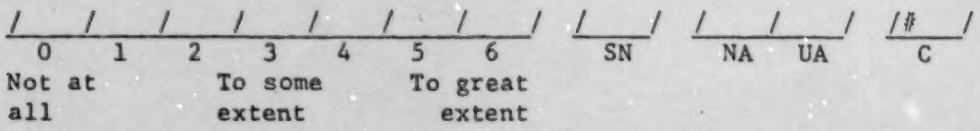
2.151 <u>Conflict Between Society and the Individual</u>

2.151-Q To what extent is the individual necessarily and continuously in conflict with society, according to the author?

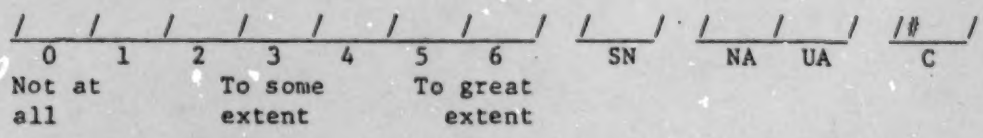
0	1	2	3	4	5	6	SN	NA	UA	C
Little or no conflict			Moderate conflict			Much nec-essary and continuous conflict				

2.152 Society as Aid to Individual

2.152-Q1 To what extent does society facilitate achievement of the goals of the individual?

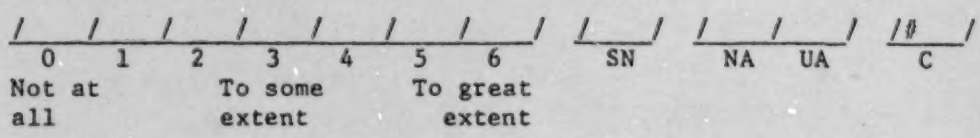


2.152-Q2 To what extent should society facilitate achievement of the goals of the individual?

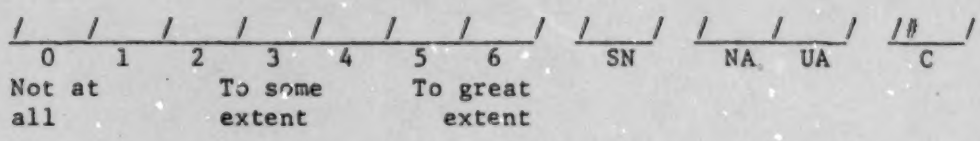


2.153 Individual as Aid to Society

2.153-Q1 To what extent does the individual facilitate achievement of the goals of society?

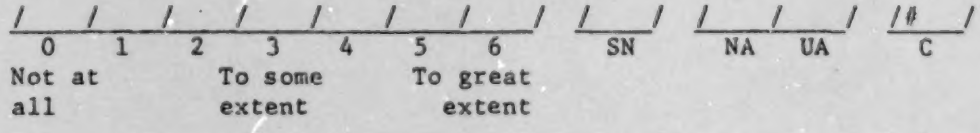


2.153-Q2 To what extent should the individual facilitate achievement of the goals of society?



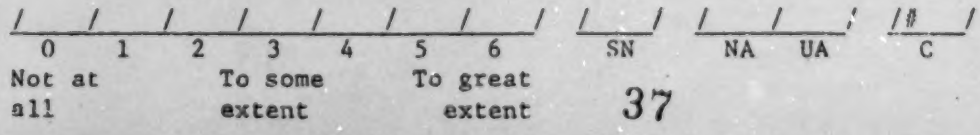
2.154 Influence of Society on the Individual

2.154-Q To what extent does society shape the knowledge, values, and actions of the individual?



2.155 Influence of the Individual on Society

2.155-Q To what extent does the individual influence the form, modes of operations, actions, and goals of society?



2.2 Knowledge and Values

2.2-Q1 What is the author's view about the source or sources of knowledge and about how man acquires knowledge?

/__/ /__/__/ /#__/
SN NA UA C

2.2-Q2 What is the author's view about the source or sources of values and about how man acquires values?

/__/ /__/__/ /#__/
SN NA UA C

2.21 Nature of Knowledge

Information. Competing views about the nature of man and the universe have flourished in the Western world in the 19th and 20th centuries, some of them dating back to ancient Greece. Such philosophic positions typically deal with the nature of reality (metaphysics), of knowledge (epistemology), and of values (axiology); they have clear implications for education, which have been spelled out by educational theorists. The three philosophical views which are described briefly below were selected because they represent a wide range of views and imply especially clear and divergent courses of action in curriculum development.

Idealism: Knowledge and values exist independently of man and of human experience; they are absolute and changeless. Man's task is to learn about such knowledge and values and to use them as guides for his life.

Pragmatism: Knowledge and values are derived from human experience and their validity is judged by how well they seem to serve man's purposes; hence they are relative and changeable.

Existentialism: Knowledge and values are very personal matters for each individual. Personal awareness and choice-making are the focus of man's existence.

2.21-Q1 through 2.21-Q4

With respect to knowledge, to what extent can the author's position be identified with any or all of these philosophical positions?

2.21-Q1 Idealism:

/__/__/__/__/__/__/__/ /__/ /__/__/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To great extent

2.21-Q2 Pragmatism:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

2.21-Q3 Existentialism:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

2.21-Q4 Other (specify):

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

2.21-Q5 To what extent does the author stress the importance and usefulness of scientific method (systematic measurement, data collections, hypothesis formation, hypothesis testing, etc.) for discovering and testing the validity of knowledge?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

2.22 Nature of Values

With respect to values, to what extent can the author's position be identified with any or all of these philosophical positions?

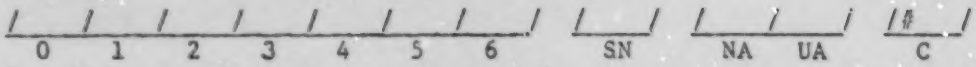
2.22-Q1 Idealism:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

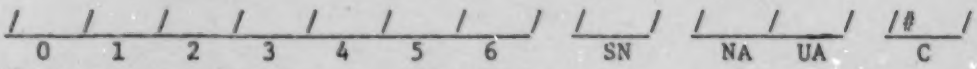
2.22-Q2 Pragmatism:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

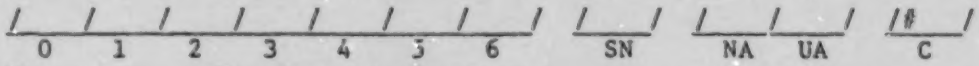
2.22-Q3 Existentialism:



2.22-Q4 Other (specify):



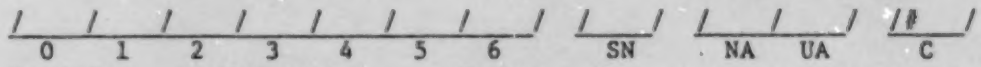
2.22-Q5 To what extent does the author stress the importance of rational thought in discovering and testing the validity of values?



2.3 Existence and Use of a Rationale

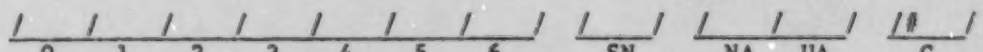
Information. If the curriculum materials are based on a rationale, as defined in 2.0 above, then they should contribute to achievement of the goals for the individual and society, as the author sees them. Development of the materials should also have been guided by the author's views about the nature of the individual, society, knowledge, and values.

2.3-Q How much evidence is there that the development of the materials was guided by a clear rationale?



2.31 Nature of the Individual and of Society

2.31-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of the individual?



2.31-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of society?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA UA / /# / C

No evidence — Moderate amount — Great deal

2.31-Q3 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the relationship between the individual and society?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA UA / /# / C

No evidence — Moderate amount — Great deal

2.32 Nature of Knowledge and Values

2.32-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of knowledge?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA UA / /# / C

No evidence — Moderate amount — Great deal

2.32-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of values?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA UA / /# / C

No evidence — Moderate amount — Great deal

2.33 Goals for the Individual and Society

2.33-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals for individuals should be?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA UA / /# / C

No evidence — Moderate amount — Great deal

2.33-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals with respect to society should be?

0	1	2	3	4	5	6	SN	NA	UA	C
No evidence			Moderate amount			Great deal				

2.4 Cognitive Objectives

2.4-Q1 To what degree are cognitive content objectives emphasized in the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No emphasis — Moderate emphasis — Much emphasis

2.4-Q2 In general, how clearly does the author state his cognitive objectives?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Very obscurely — Fairly clearly — Very clearly

2.4-Q3 What is the author's relative emphasis on memorization, as opposed to critical and analytical thinking?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Much critical and analytical thinking — Some of each — Much memory work

2.41 Taxonomy of Cognitive Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK I: COGNITIVE DOMAIN, edited by Benjamin S. Bloom (New York: David McKay, 1956). The taxonomy is used as presented by Bloom, except that "memory" is substituted for "knowledge" to describe the first level of objectives. The analyst should acquire some familiarity with Bloom's book.

The categories of the Bloom taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each is more complex and difficult than the preceding objectives.

Brief descriptions of the six major categories of the Bloom taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections.

Memory ("knowledge" in the Bloom taxonomy): The recall or remembering of facts, dates, rules, principles, patterns, methods, generalizations, theories, etc.

Comprehension: Understanding or apprehending what is being communicated, including the ability to translate and interpret the communications but not necessarily to understand all their implications or to relate them to other things.

Application: Using facts, rules, methods, theories, etc. in new concrete situations.

Analysis: Breaking something down into its constituent parts, so that the parts can be identified and the interrelationships of the parts understood.

Synthesis: Putting things together to form a new entity, such as a new idea, plan, hypothesis, or set of relationships.

Evaluation: Making quantitative and qualitative judgments about the extent to which observed phenomena meet stated standards or criteria.

Whereas it is usually easy to distinguish memory-level objectives from the "higher"-level objectives of the Bloom taxonomy, it is often difficult to distinguish among the higher-level objectives, comprehension through evaluation. Norris M. Sanders suggests (page 6 in Classroom Questions: What Kinds?) that the term "critical thinking," which has had much currency in education, can be closely identified with all of the five cognitive levels above memory. This terminology is used in parts of the CMAS as a simplifying or alternative supplement to the six-level Bloom taxonomy. Note that Bloom also uses a term--"intellectual abilities and skills"--to designate the upper five levels of the taxonomy as a group, thus emphasizing the distinction between the first level and all the other levels.

In general, to what extent do the materials specifically point toward achievement of each of the following cognitive levels?

	Little or none 0	1	2	To a moderate extent 3	4	great extent 5	To a 6
2.41-Q1 Memory							
2.41-Q2 Comprehension							
2.41-Q3 Application							
2.41-Q4 Analysis							
2.41-Q5 Synthesis							
2.41-Q6 Evaluation							
2.41-Q7 Critical Thinking							

/ / / / / /#/
SN NA UA C

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2.411 Memory

All but one of the categories (Application) in the Bloom taxonomy is broken down into finer categories, the names of which are self-explanatory. These finer categories are used as the basis for questions in this and the following sections.

To what extent do the materials specifically point toward achievement of the following memory objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.411-Q1 Memory of specifics such as terminology and facts							
2.411-Q2 Memory of ways and means of dealing with specifics such as rules, processes, classifications, criteria, and methodology							
2.411-Q3 Memory of universals and abstractions, such as principles, generalizations, structures, and theories							

/ / / / / /# /
SN NA UA C

2.412 Comprehension

To what extent do the materials specifically point toward achievement of the following comprehension objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.412-Q1 Translation into other words or other communication forms							
2.412-Q2 Interpretation, such as explaining or summarizing a communication							
2.412-Q3 Extrapolation; extending trends or tendencies beyond given data							

/ / / / / /# /
SN NA UA C

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2.413 Application

2.413-Q To what extent do the materials specifically point toward achieveme of the application objective?

/ 0	/ 1	/ 2	/ 3	/ 4	/ 5	/ 6	/ SN	/ NA	/ UA	/# C
Little or none			To a moderate extent		To a great extent					

2.414 Analysis

To what extent do the materials specifically point toward achievement of each of the following analysis objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.414-Q1 Analysis of elements; breakdown into constituent parts							
2.414-Q2 Analysis of relationships; connections and interactions between elements and parts							
2.414-Q3 Analysis of organizational principles; structures and arrangements which hold the parts together							

/ SN	/ NA	/ UA	/# C

2.415 Synthesis

To what extent do the materials specifically point toward achievement of each of the following synthesis objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.415-Q1 Production of a unique communication, conveying ideas, feelings, or experiences to other							
2.415-Q2 Production of a plan, or proposed set of operations, to fulfill requirements of a specified task							

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.415-Q3 Derivation of a set of abstract relationships to explain data or phenomena; hypothesizing							

/ / / / / / / /#/
SN NA UA C

2.416 Evaluation

To what extent do the materials specifically point toward achievement of each of the following evaluation objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.416-Q1 Judgments in terms of internal evidence, such as logic and consistency							
2.416-Q2 Judgments in terms of external criteria set or selected by the student							

/ / / / / / / /#/
SN NA UA C

2.42 General and Specific Objectives

2.42-Q1 Overall, how general or specific are the cognitive objectives of the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very specific — Moderately specific or general — Very general

2.42-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the cognitive objectives stated in the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very poor — Fairly good — Very sound and useful

2.43 Performance Objectives

Information. "Performance " or "behavioral" objectives specify 1) what a learner must do to demonstrate that he has achieved an objective; 2) the conditions under which the demonstration is to take place; and 3) how well the learner must perform.

2.43-Q1 In general, to what extent are the cognitive objectives of the materials stated in terms of performance objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To a great extent				

2.43-Q2 If there are performance objectives, do they cover a broad range of cognitive objectives or are they concentrated on certain levels or types of objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
Cover a limited range of objectives			Rather limited in range			Very broad coverage of levels and types of objectives				

2.44 Skill Development

Information. "Skill" refers to the ease or facility with which a learned activity can be performed.

2.44-Q To what extent do the materials contain activities, incentives, and/or instructions for building skill in the performance of cognitive objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To a great extent				

2.45 Consistency with Rationale

2.45-Q To what extent are the author's cognitive objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To some extent			To a great extent				

2.5 Affective Objectives

2.5-Q1 To what degree are affective objectives emphasized in the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
No emphasis — Moderate emphasis — Much emphasis

2.5-Q2 How clearly does the author state his affective objectives?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very obscurely — Fairly clearly — Very clearly

2.5-Q3 To what extent does the author attempt to have students take positive and committed stand on values?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To a great extent

2.51 Taxonomy of Affective Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK II: AFFECTIVE DOMAIN, by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia (New York: David McKay, 1964). The analyst should acquire some familiarity with this book. The brief descriptions of the five major categories of the Krathwohl taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections. The categories of the taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each represents a higher level of engagement or involvement.

Receiving: Being aware of, or paying attention to, the intended subject matter.

Responding: Interacting with the subject matter in a minimal or moderate way.

Organization: Putting individual values into a system that establishes their relationships to each other.

Characterization: Completing the process of adopting and internalizing a set of values so that they become an integral part of a person's character.

It is possible that authors' affective objectives are more difficult to ascertain than their cognitive objectives. Nevertheless, the analyst should indicate

2.5 Affective Objectives

2.5-Q1 To what degree are affective objectives emphasized in the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
No emphasis — Moderate emphasis — Much emphasis

2.5-Q2 How clearly does the author state his affective objectives?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very obscurely — Fairly clearly — Very clearly

2.5-Q3 To what extent does the author attempt to have students take positive and committed stand on values?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To a great extent

2.51 Taxonomy of Affective Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK II: AFFECTIVE DOMAIN, by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia (New York: David McKay, 1964). The analyst should acquire some familiarity with this book. The brief descriptions of the five major categories of the Krathwohl taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections. The categories of the taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each represents a higher level of engagement or involvement.

Receiving: Being aware of, or paying attention to, the intended subject matter.

Responding: Interacting with the subject matter in a minimal or moderate way.

Organization: Putting individual values into a system that establishes their relationships to each other.

Characterization: Completing the process of adopting and internalizing a set of values so that they become an integral part of a person's character.

It is possible that authors' affective objectives are more difficult to ascertain than their cognitive objectives. Nevertheless, the analyst should indicate

to the best of his ability the extent to which the materials specifically point toward achievement of each of the following affective levels.

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.51-Q1 Receiving							
2.51-Q2 Responding							
2.51-Q3 Valuing							
2.51-Q4 Organization							
2.51-Q5 Characterization							

/ / / / / / / / / /
SN NA UA C

2.52 Value Postures

Information. Some authors claim that they are not, or should not, be concerned with values; they may claim that their materials are "value-free." Even when such a position is taken, it is likely that the materials will contain implicit positions on values.

The following four positions on values can be identified. (They overlap the Krathwohl taxonomy somewhat, but only partially.)

Indoctrination: Conveying attitudes, beliefs, and values without examining the reasons for them or alternatives to them.

Clarification: Making values and value systems of individuals clear, without attempting to change them.

Analysis: Examining values in order to learn what has caused them to be formed, how they are related to each other, and what their implications are.

Commitment: Encouraging individuals to take clear stands on value issues and to defend and act on those values.

2.52-Q1 Does the author intend that his materials be "value-free" or does he clearly intend to deal with values?

/ / / / / / / / /

To what extent do the materials point toward achievement of the following value goals?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.52-Q2 Indoctrination							
2.52-Q3 Clarification							
2.52-Q4 Analysis							
2.52-Q5 Commitment							

/ / SN / / / NA UA / # / C

2.53 General and Specific Objectives

2.53-Q1 Overall, how general or specific are the affective objectives of the materials?

/ / / / / / / / SN / / / NA UA / # / C

0 1 2 3 4 5 6

Very specific — Moderately specific or general — Very general

2.53-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the affective objectives stated in the materials?

/ / / / / / / / SN / / / NA UA / # / C

0 1 2 3 4 5 6

Very poor — Fairly good — Very sound and useful

2.54 Performance Objectives

2.54-Q1 To what extent are the affective objectives of the materials stated in terms of performance objectives?

/ / / / / / / / SN / / / NA UA / # / C

0 1 2 3 4 5 6

Not at all — To some extent — To a great extent

2.54-Q2 If there are performances objectives, do they cover a broad range of affective objectives or are they concentrated on certain levels or types of objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
Cover a very limited range of objectives			Rather limited range			Very broad coverage of levels and types of objectives				

2.55 Consistency with Rationale

2.55-Q To what extent are the author's affective objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?

0	1	2	3	4	5	6	SN	NA	UA	C
Very inconsistent			Fairly consistent			Very consistent				

2.6 Psychomotor Objectives

2.6-Q To what extent are psychomotor objectives present in the materials?

0	1	2	3	4	5	6	SN	NA	UA	C
Not at all			To a moderate extent			To a great extent				

2.61 Details of Psychomotor Objectives

Information. While psychomotor objectives may not play a prominent role in social science education, they are included here for the sake of completeness. These objectives may be of importance for some social studies activities in the elementary grades. Also, at any grade level, social studies may be combined with subjects in which psychomotor objectives are important, such as art and physical education.

Following the work of Elizabeth Simpson, the following major categories of psychomotor objectives can be identified. As with the cognitive and affective taxonomies, these objectives are cumulative.

Perception: Receiving sensory stimulation, selecting cues that are relevant to the task at hand, and using the cues as aids to perform the task.

Set: A preparatory adjustment or readiness for action, including mental, physical, and emotional sets.

Guided response: First steps in performing a psychomotor objective; done consciously, mostly thrcugh imitation and trial and error.

Habitual response: Habitual and semi-automotive performance; done with confidence; possibly combining several responses.

Complex overt response: Easy, efficient performance, combining (if appropriate) a number of responses into a complex set.

2.61-Q Give a general description of the psychomotor objectives in the materials, including, if appropriate, references to the elements of the psychomotor taxonomy.

/ SN / / NA UA / /0 C /

3.0 Content

Information. In this section the concern is with what content-related changes are intended in the knowledge, attitudes, and behavior of the student through the use of the materials being analyzed. As a result, this section is broken down into cognitive content and affective content. Cognitive content is concerned with examining the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective content is concerned with examining the presence of values and attitudes in the materials, and the affective levels of commitment to which the materials aspire.

Instruction. After completing Section 3.0, write and insert here an abstract of the section in not more than 100 words.

3.1 Cognitive Content

3.1-Q1 How useful does the author view each of the following to be in explaining his discipline?

For analytical purposes, the analyst can refer to the following definitions:

A fact is a unique thing or event that exists in the real world.

A concept is an idea generalized from particular facts. The essence of a concept is its unity, its oneness. A useful concept should identify a cluster of properties that usually go together and that have a meaningful relationship to each other. The usefulness of a concept depends partly on its general acceptance, partly on its communicability--but most importantly on its relationship to a larger body of knowledge.

A generalization is a statement of a relationship between two or more concepts. Most useful generalizations are universally applicable and can be used for prediction purposes. Useful generalizations are desirable knowledge.

A structure is the arrangement and interrelationship of concepts within a whole. The concepts of a structure define the investigated subject matter of a discipline and function as a guide to inquiry.

Facts							
Concepts							
Generalizations							
Structures							
Theories							
	0	1	2	3	4	5	6
	Useless		Moderately useful			Extremely useful	

55 /___/ /___/___/ /#___/
SN NA UA C

3.1-Q2 What discipline(s) is (are) emphasized in the materials?

Anthropology	
Economics	
Geography	
History	
Political Science	
Psychology	
Sociology	
Social Psychology	
Interdisciplinary	
Multidisciplinary	

/____/ /____/____/ /#___/
SN NA UA C

3.1-Q3 What other subject areas are emphasized?

/____/ /____/____/ /#___/
SN NA UA C

3.1-Q4 Would you judge the overall cognitive content of the materials to be biased?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Extremely biased — Somewhat biased — Extremely unbiased

3.1-Q5 What is the substantive quality of the cognitive content?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very poor — Fair — Very good

3.1-Q6 How would you judge the overall affective content of the materials?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Extremely value laden — Balanced — Value free

3.1-Q7 Do the materials emphasize the affective or cognitive content?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
A great deal of affective content — A balance — A great deal of cognitive content

3.1-Q8 To what extent is the author's view of his discipline consistent with the cognitive content in his curriculum materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Totally inconsistent — Moderately consistent — Extremely consistent

3.11 Author's View of Subject

In this section, the analyst is concerned with the author's view of his discipline and other related disciplines, separate and apart from the curriculum materials. Information for this section will be found in journal articles, position papers, books, and other similar sources. This information is not obtained from an examination of the package of curriculum materials.

3.11-Q1 How does the author view his broad subject area (e.g., social science)?

/ / / / / /#/
SN NA UA C

3.11-Q2 How does the author view his specific discipline (e.g., economics)?

/ / / / / /#/
SN NA UA C

3.111 Facts

3.111-Q1 How does the author define facts?

/____/ /____/____/ /#___/
SN NA UA C

3.111-Q2 How does the author use facts?

/____/ /____/____/ /#___/
SN NA UA C

3.112 Concepts

3.112-Q1 How does the author define a concept?

/____/ /____/____/ /#___/
SN NA UA C

3.112-Q2 How does the author use a concept?

/____/ /____/____/ /#___/
SN NA UA C

3.112-Q3 What does the author view as the major concepts of his discipline?

/____/ /____/____/ /#___/
SN NA UA C

3.113 Generalizations

3.113-Q1 How does the author define a generalization?

/____/ /____/____/ /#___/
SN NA UA C

3.113-Q2 How does the author use a generalization?

/____/ /____/____/ /#___/
SN NA UA C

3.113-Q3 Are there any generalizations that the author views as essential for understanding his discipline?

/___/___/___/ /____/ /____/____/ /#___/
Yes SN NA UA C

3.114 Theory

For analytical purposes, the analyst can refer to the following definition: A theory is a general statement about relationships among facts. The facts that are a part of a theoretical statement are not isolated facts, but facts classified or generalized into concepts. A theory is a structure of concepts. It states a relationship--often a causal relationship--among the concepts. A theory is something more than a structure; it is an explanation of how a structure works. Theory guides and is related to the whole body of scientific inquiry. Concepts are the building blocks of theory and a theory can be no better than the concepts with which it is constructed. Conversely, concepts

are no better than the theories to which they lead. A structure of knowledge, which relates concepts to each other, can only be justified by its role in facilitating sound theories. By specifying what concepts are related and how they are related, one is better able to make predictions about real world phenomena. Theories come at several levels of generality. Generalizations, much used in curriculum work, are theories of limited scope--small theories, pieces of theory. Some theories about limited parts of reality, which become very firmly established, are called laws. A theory can be an overarching structure of an entire discipline.

3.114-Q1 How does the author define theory?

/ / / / / / / / / /#/
SN NA UA C

3.114-Q2 How does the author use theories?

/ / / / / / / / / /#/
SN NA UA C

3.114-Q3 Are there any theories the author views as essential for understanding his discipline?

/ / / / / / / / / / / / / /#/
Yes No SN NA UA C

3.115 Major Processes

For analytical purposes, the analyst can refer to the following definition: A process is a particular method for doing something, generally involving a number of steps or operations.

3.115-Q What does the author view as the major processes of his discipline?

Sampling	
Observing	
Measuring	
Discovering	
Generalizing	
Verifying	

/ / / / / / / / / /#/
SN NA UA C

3.12 Cognitive Content of Curriculum Materials

3.12-Q1 What disciplines are emphasized and to what extent is each emphasized?

Anthropology							
Economics							
Geography							
History							
Political Science							
Psychology							
Sociology							
Social Psychology							
Inter-disciplinary							
Multi-Disciplinary							
	0	1	2	3	4	5	6
	No emphasis			Some emphasis			Great emphasis

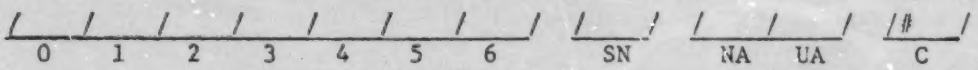
/ / / / / / / /#/
SN NA UA C

3.12-Q2 To what extent do the curriculum materials use the following tools?

Facts							
Concepts							
Generaliza-tions							
Structures							
Theory(ies)							
Constructs							
	0	1	2	3	4	5	6
	No use			Some use			Great use

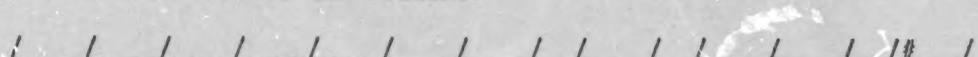
/ / / / / / / /#/
SN NA UA C

3.12-Q3 To what extent does the content give an accurate picture of reality?

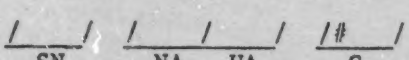


0 Extremely inaccurate; 2 Somewhat accurate; 5 Extremely accurate

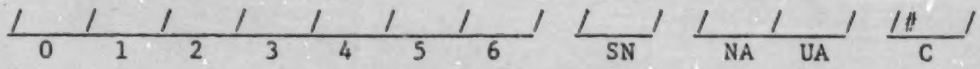
3.12-Q4 To what extent is the emphasis on content realistic in terms of present and future needs of the student?



3.12-Q5 What are the major processes emphasized in the materials?



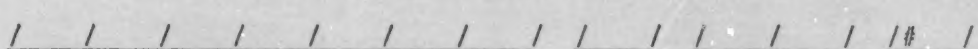
3.12-Q6 To what extent is the emphasis on process realistic in terms of present and future needs of the student?



0 Extremely unrealistic; 3 Somewhat realistic; 6 Extremely realistic

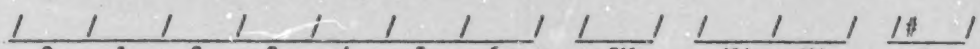
3.121 Facts

3.121-Q1 How much emphasis does the material place on facts?



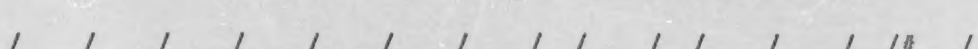
0 No emphasis; 3 Some emphasis; 6 Great emphasis

3.121-Q2 What degree of importance is placed on facts in the materials?



0 Unimportant by themselves; need to be related to something; 2 Moderately important; 5 Extremely important in and of themselves

3.121-Q3 What kinds of facts receive emphasis in the materials?



0 Trivial; 3 Moderately important; 6 Very important

3.121-Q4 To what extent is the student expected to make use of facts?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = No use; 3 = Some use; 6 = Extensive use

3.121-Q5 Are there factual errors in the material?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = Many errors; 3 = Some errors; 6 = No errors

3.121-Q6 How up-to-date are the materials?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = Out-dated; 3 = Somewhat dated; 6 = Up-to-date

3.122 Major Concepts

3.122-Q1 How much emphasis do the materials place on concepts?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = No emphasis; 3 = Some emphasis; 6 = Great emphasis

3.122-Q2 What degree of importance is placed on concepts in the materials?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = Unimportant; 3 = Moderately important; 5 = Extremely important

3.122-Q3 To what extent is the student expected to use concepts?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

0 = No use; 3 = Some use; 6 = Extensive use

3.122-Q4 What are the concepts emphasized? List them. Give the essential or significant attributes of each concept.

/ / SN / / NA UA / /# C /

3.122-Q5 Do the concepts represent the basis of a discipline(s)? What discipline(s)? How are the concepts related?

Concepts	Anthro	Econ	Geog	Hist	Poli Sci	Psych	Soc	Interd	Multid
1.									
2.									
3.									
4.									
5.									
6.									

/ / / /

3.123-Q6 To what degree is the student expected to use the generalizations?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
No use Some use Extensive use

3.123-Q7 To what degree do the generalizations represent the essence of any discipline(s)?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Non-essential to discipline Somewhat essential Very essential to discipline

3.124 Theory

3.124-Q1 How much emphasis do the materials place on theory?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
No emphasis Some emphasis Great emphasis

3.124-Q2 What degree of importance is placed on theory in the materials?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Unimportant Moderately important Extremely important

3.124-Q3 Are there theories provided in the materials?

/___/___/ /___/ /___/___/ /#__/
Yes No SN NA UA C

3.124-Q4 If the answer is yes in 3.124-Q3, list the theories presented in the materials.

/___/ /___/___/ /#__/
SN NA UA C

3.124-Q5 To what degree do the students devise theories of their own?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.124-Q6 To what degree is the student expected to use the theories?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

No use — Some use — Extensive use

3.124-Q7 To what degree do the theories represent the essence of any discipline(s)?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Non-essential to discipline — Somewhat essential — Very essential to discipline

3.125 Major Constructs

Constructs are combinations of interrelated concepts and generalizations, such as theories, models, philosophies, etc.

3.125-Q1 How much emphasis do the materials place on the use of constructs?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

No emphasis — Some emphasis — Great emphasis

3.125-Q2 How important are the constructs which are emphasized?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

Unimportant — Moderately important — Extremely important

3.125-Q3 To what degree is the student supposed to make use of constructs?

/ / / / / / / / / / / / /#/

0 1 2 3 4 5 6 SN NA UA C

No use — Some use — Extensive use

3.126 Major Processes

3.126-Q1 To what degree do the materials stress the following processes?

Sampling										
Observing										
Measuring										
Discovering										
Generalizing										
Verifying										
	0	1	2	3	4	SN	NA	UA	C	
	No emphasis		Some emphasis		Great emphasis					

3.126-Q2 At what level does the student learn each of these processes?

	(1.0) Knowing	(2.0) Understanding	(3.0) Doing
Sampling			
Observing			
Measuring			
Discovering			
Generalizing			
Verifying			

3.2 Affective Content

3.2-Q1 What is the author's view of the affective content of the discipline(s)

/ / / / / / / /
SN NA UA C

3.2-Q2 How are values and attitudes presented in the materials?

A value is assessed worth toward a thing, event, behavior, or phenomenon. To value something means it has met certain criteria you have posed.

An attitude is a simple generalized relationship of a person to a class of things or situations. A value is often considered to be more positive, more structured, and more likely to lead to action than attitudes. An attitude is indicated by statements such as "I feel that..." "I think that..." and "The way I see it is...." To value involves choosing, prizing, and acting upon something.

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Implicit A balance Explicit

3.2-Q3 To what extent are the values and attitudes studied parallel to the present and future needs of the student?

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

3.2-Q4 To what extent is the author's view of the affective content of his discipline consistent with the affective content in his curricular materials?

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Totally inconsistent Somewhat consistent Extremely consistent

3.21 Author's View of Affective Content

In this section, the analyst is concerned with the author's view of the affective content of his discipline and other related disciplines separate and apart from the curriculum materials. Information for this section will be found in journal articles, position papers, books, and other similar sources. This information is not obtained from an examination of the curriculum package of materials.

3.21-Q1 How important is the affective content of his discipline to the author?

/ / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Unimportant — Moderately important — Extremely important

3.21-Q2 In what areas of the author's discipline does affective content play an important role?

/ / / / / / / /#/
SN NA UA C

3.22 Affective Content in the Curriculum Materials

3.22-Q1 Indicate the levels of commitment as related to valued objects presented in the materials. Place a check in the appropriate spaces in the chart below.

Valued Objects and Relationships	Nature and Degree of Involvement (Affective Level)				
	Receiving-1.0	Responding-2.0	Valuing 3.0	Organization-4.0	Characterization-5.0
Theoretical					
Ethical, Moral, and Religious					
Aesthetic					
Economic					
Political					
Social					
Psychological					

/ / / / / / / /#/
SN NA UA C

3.22-Q2 What is the value posture of the materials?

Value free	
Explicit values	
No position	
Other (specify):	

/ / / / / /#/
SN NA UA C

3.221 Approach

3.221-Q1 through Q4 Indicate the extent to which the materials involve the student in the following approaches:

3.221-Q1 Indoctrination. Do the materials convey attitudes, beliefs, and values without going through the route of reason or persuasion?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q2 Clarification. Do the materials encourage the student to make values specific and find where he stands on them?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q3 Analysis. Do the materials encourage the student to investigate how values are formed, how they are related to each other, and what their implications are?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

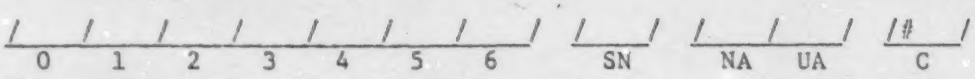
3.221-Q4 Commitment. Do the materials encourage the student to take a clear stand on value issues and to defend and act on these values?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

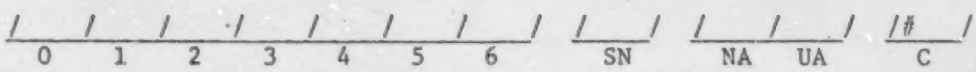
3.222 Performance Levels

3.222-Q1 through Q5 How often do the materials encourage the student to perform on each of the following levels?

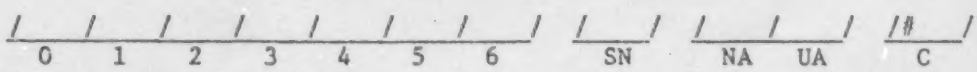
3.222-Q1 Receiving:



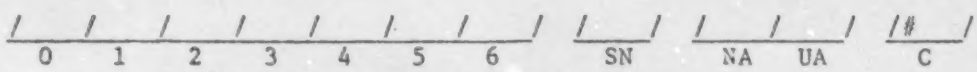
3.222-Q2 Responding:



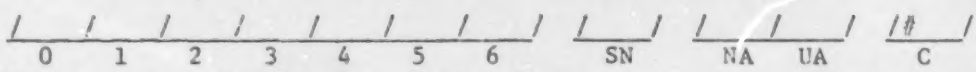
3.222-Q3 Valuing:



3.222-Q4 Organizing:



3.222-Q5 Characterization:



4.0 Theory and Strategies

There is no comprehensive theory which covers all aspects of learning. Nor is there a comprehensive theory which covers all aspects of instruction or educational methodology. When examining curriculum materials, we must do careful analysis and make sound judgments about theory and its application to the curriculum materials. In this section the concern is the adequacy with which components of theory can be described and explained, rather than the rightness or wrongness of a particular theoretical position.

Learning theorists are concerned about the emotional, intellectual, and behavioral development of the child: his personality, motivations, and the social conditions of learning. More specifically, they are also concerned about reinforcement, transfer of learning, and retention. Instructional theory is closely tied to learning theory. It is both prescriptive and normative. It prescribes rules which convey the most effective way of achieving curricular objectives. For example, if a concept in mathematics is presented to a student in small steps combined with immediate feedback, it is likely he will better retain the concept. Instructional theory is normative in that criteria are established (on some basis) and conditions are stated for meeting the criteria. In short, a theory of instruction is concerned with the improvement of, rather than a description of, learning.

A teaching strategy is a chosen pattern of action(s) aimed at reaching some goal. It includes the conceptualization of the desired interaction and outcomes; the selection of teacher role; the selection of materials and media; the selection of the pattern of communication; and the selection of the physical arrangements.

Instructions. After completing Section 4.0, write and insert here an abstract of the section in not more than 100 words.

4.1 Learning Theory

4.1-Q1 What explicit statements does the author make in the materials or elsewhere which reflect his position toward a particular theory of learning?

/ / / / / /# /
SN NA UA C

4.1-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a particular theory of learning?

/ / / / / /# /
SN NA UA C

4.1-Q3 What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the anlayst's view, of the importance of each of the following categories of learning theory?

The following brief descriptions of learning theories may be useful in answering this question:

Specifist theory is concerned with the analysis of specific stimuli and specific human behaviors. A general assumption of this theoretical position is that complex behavior is a summation of specific behaviors. Other terms used for this theoretical position are respondent theory or stimulus-response theory. Major writers in the field are Edward L. Thorndike, Ivan Pavlov, John B. Watson, Edwin R. Guthrie, Clark Hull, and B. F. Skinner.

Field theory is concerned with analysis of mediating processes which occur in the organism between stimuli presentation and responses. Mediation in field theory is thought to take the form of internal organization patterns within the individual. These patterns govern the reception of stimuli, their translation into behavior, and resulting action. Another term sometimes used is Gestalt psychology. Major writers in the field are Wolfgang Köhler, Kurt Lewin, Edward C. Tolman, and Max Wertheimer.

Personality theory is concerned with the analysis of the individual's unique characteristics and unique behavior patterns. Personality theorists study both mental and physical properties of the individual and their interrelationships as well as individual thought and behavior patterns. Major writers in the field are Sigmund Freud, Henry A. Murray, Abraham Maslow, and Gordon Allport.

Specifist theory	Author							
	Analyst							
Field theory	Author							
	Analyst							
Personality theory	Author							
	Analyst							
		0 Unimportant	1	2 Moderately important	3	4	5	6 Very important

71 / / / / / /# /
SN NA UA C

4.11 Specifist Theory

4.11-Q1 How clearly does the author identify specific outcomes that are to be associated with specific stimuli in using the materials?

0	1	2	3	4	5	6	SN	NA	UA	C
Outcomes and stimuli not identified			Outcomes and stimuli fuzzy			Outcomes and stimuli clearly identified				

4.11-Q2 How clearly does the author describe the process for eliciting expected outcomes?

0	1	2	3	4	5	6	SN	NA	UA	C
No description			Description confusing			Clearly described				

4.111 Stimuli-Response Patterns

4.111-Q Does the author describe the sequence in which stimuli and expected responses are supposed to occur?

Yes	No	SN	NA	UA	C

4.112 Reinforcement

4.112-Q What importance does the author give to the use of reinforcement techniques?

0	1	2	3	4	5	6	SN	NA	UA	C
Unimportant			Moderately important			Very important				

4.113 Shaping

4.113-Q What importance does the author give to the use of shaping techniques?

0	1	2	3	4	5	6	SN	NA	UA	C
Unimportant			Moderately important			Very important				

4.12 Field Theory

4.12-Q To what degree does the author consider the processes the student goes through in order to learn this material?

/ / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Process never considered — Process sometimes considered — Process always considered

4.121 Perception

4.121-Q What is the author's view and what is the analyst's view of the importance of the following perceptual modes in learning:

Visual	Author							
	Analyst							
Auditory	Author							
	Analyst							
Kinesthetic	Author							
	Analyst							
Tactile	Author							
	Analyst							
		0	1	2	3	4	5	6
		Unimportant		Moderately important				Very important

4.122 Insight

4.122-Q To what degree does the author rely on student insight to solve problems presented in the materials?

/ / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No insight necessary — Moderate degree of insight necssary — High degree of insight necessary

4.123 Level of Aspiration

4.123-Q What importance does the author/analyst attach to the student's level of aspiration in order to successfully use the materials?

Author / / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Analyst / / / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Unimportant — Moderately important — Very important

4.124 Social Learning

4.124-Q What importance does the author/analyst attach to the social situation in which learning is to take place?

Author / / /

The above listed needs come from the writings of Abraham Maslow. They are hierarchical, beginning with physiological needs and moving toward self-actualization needs. Below is a brief description of each of the needs listed.

Self-actualization--The individual has a need to be himself and to act in a manner consistent with who he is.

Esteem--The need to gain respect of others and to build self-respect.

Love and belonging--The need that a person has to feel assurance that he is loved; that he is a worthy person; that he is acceptable because he is accepted.

Safety--The feeling of security from harm, danger, or threat of destruction.

Physiological--The need to maintain the physical organism.

4.132 Motivation

4.132-Q Give a brief description of your (the analyst's) view of motivation and the author's view of motivation as evidenced in the materials.

/____/ /____/____/ /#___/
SN NA UA C

4.133 Self-fulfillment

4.133-Q Give a brief description of your (the analyst's) view of student self-fulfillment and the author's view of student self-fulfillment, as evidenced in the materials. Other terms that might be used are full functioning, personal adequacy, or self-actualization. Refer to Section 2.1 Rationale.

/____/ /____/____/ /#___/
SN NA UA C

4.2 Instructional Theory

4.2-Q1 What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instruction?

/____/ /____/____/ /#___/
SN NA UA C

4.2-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a theory of instruction?

/____/ /____/____/ /#___/
SN NA UA C

4.2-Q3 How well is the author's theory of instruction supported by evidence and/or logic?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very poorly — Moderately well — Very well

4.2-Q4 To what extent do you (the analyst) agree with the author's theoretical position on instruction?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not at all — Moderately agree — Completely agree

4.21 Creation of Predisposition Toward Learning

4.21-Q1 What kinds of experiences does the author describe that will create in the student a willingness to learn?

/ / / / / /#/
SN NA UA C

4.21-Q2 To what extent are learning tasks and the environmental (school and community) situation considered in framing the experiences?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never considered — Sometimes considered — Always considered

4.21-Q3 How successful do you think the experiences described in 4.21-Q1 will be in creating in students a willingness to learn?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Unsuccessful — Occasionally successful — Always successful

4.211 Previous and Present Levels of Experience and Learning

4.211-Q To what extent does the author consider the student's:

Present level of learning							
Previous level of learning							
Present level of experience							
Previous level of experience							
	0	1	2	3	4	5	6
	Never considered		Sometimes considered			Always considered	

/ / / / / /#/
SN NA UA C

4.212 Interest

4.212-Q1 How are interest and curiosity aroused in the student?

/___/ /___/___/ /#___/
SN NA UA C

4.212-Q2 From my analysis of the materials it appears that student interest will:

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Drop off frequently throughout use of the materials

Be somewhat maintained throughout use of the materials

Be highly maintained throughout use of the materials

4.213 Goals

4.213-Q1 Learning goals are established by:

The student							
The teacher							
Students and teachers cooperatively							
Other (specify)							
	0	1	2	3	4	5	6
	Never			Sometimes			Always

/___/ /___/___/ /#___/
SN NA UA C

4.213-Q2 To what extent do students proceed at their own individual pace toward the established goals?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Not at all

Sometimes

Always

4.214 Grouping

4.214-Q1 How are students to be deployed (grouped) in the learning situation?

/___/ /___/___/ /#___/
SN NA UA C

4.214-Q2 In using these materials in the classroom, it appears that:

0	1	2	3	4	5	6	SN	NA	UA	C
No variety of grouping is possible			Some variety of grouping is possible			A wide variety of ways students can be grouped				

4.215 Attitudes

4.215-Q1 How does the author attempt to develop in the student a particular attitude toward learning?

SN	NA	UA	C

4.215-Q2 How much emphasis does the author put on developing in students a positive attitude toward learning? (For a definition of attitude, refer to Section 3.0, Content.)

0	1	2	3	4	5	6	SN	NA	UA	C
No emphasis			Moderate emphasis			Great emphasis				

4.22 Structure and Form of Knowledge

4.22-Q1 What is the predominant organizational pattern of the information presented to the student?

SN	NA	UA	C

4.22-Q2 Information is presented to the student in a:

0	1	2	3	4	5	6	SN	NA	UA	C
Highly complex form-- not likely to be understood			Somewhat complex form-- difficult to understand			Simple form-- easy to understand				

4.221 Mode of Representation

4.221-Q1 Is the student asked to work with the body of knowledge to be learned in concrete form (enactive representation)? In abstractions, symbols, or words

(iconic representation)? In a set of logical propositions, principles (symbolic representation)? Describe briefly. (See Section 3.0, Content.)

/___/ /___/___/ /#___/
SN NA UA C

4.221-Q2 What is the frequency of use of the following modes of representation?

Enactive:

/___/___/___/___/___/___/___/___/ /___/ /___/___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Iconic:

/___/___/___/___/___/___/___/___/ /___/ /___/___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Symbolic:

/___/___/___/___/___/___/___/___/ /___/ /___/___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.221-Q3 For the students for whom the materials were designed, the materials are:

/___/___/___/___/___/___/___/___/ /___/ /___/___/___/ /#___/
0 1 2 3 4 5 5 SN NA UA C
Totally inappropriate Somewhat appropriate Appropriate

4.222 Economy

Note: For analytical purposes, economy in representing a domain of knowledge relates to the amount of information that must be held in mind and processed to achieve comprehension.

4.222-Q1 What is the predominant sequence in which the material is presented? Does the material move from simple to more complex ideas or vice versa? Describe briefly. (See Section 3.0, Content.) Describe how big ideas are to be comprehended from the cues presented.

/___/ /___/___/___/ /#___/
SN NA UA C

4.222-Q2 To what degree is economy present in the materials?

/___/___/___/___/___/___/___/___/ /___/ /___/___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Not present Sometimes present Always present

4.223 Power

Note: For analytical purposes, the effective power of any particular way of structuring a domain of knowledge for a particular learner refers to the generative value of his set of learned propositions.

4.223-Q1 In what way is the material presented to the student so that he can connect what appear to be separate ideas into a whole? In what way is the student given an opportunity to integrate material learned?

/ SN / / NA UA / /# C /

4.223-Q2 How much generative value (power) is present in the materials?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

None — A moderate amount — A great deal

4.224 Learning Set

4.224-Q How much previous experience does the student need to have with the material in the curriculum, or with related material, before he can successfully work with the material? That is, should he have acquired a particular learning set toward the content?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

No experience — Some experience — Extensive experience

4.225 Values

4.225-Q How often is the material likely to be in conflict with the value positions held by the student?

/ 0 1 2 3 4 5 6 / / SN / / NA UA / /# C /

Never — Sometimes — Always

4.23 Form and Pacing of Reinforcement

4.23-Q1 What feedback mechanisms are provided in the student materials or elsewhere so that the student learns the results of his encounters with the materials? How do the feedback mechanisms provide for reaching the learning goals?

/ SN / / NA UA / /# C /

4.23-Q2 Does the author make clear how feedback is to be used in the materials?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Unclear Moderately clear Very clear

4.23-Q3 Are the feedback mechanisms provided consistent with the author's theoretical position(s)?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Inconsis-tent Sometimes consistent Very consistent

4.23-Q4 In your judgment, will the feedback mechanisms used help achieve the learning goals?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.231 Feedback: Form, Source, Timing, and Frequency

4.231-Q In the table below, check the appropriate letters to indicate the nature of the feedback described in the materials. Describe any categories marked "Other."

Feedback Form	Timing	Frequency	Source
Written	I___ D___	E___ P___ O-1___	T___ P___ O-2___
Verbal	I___ D___	E___ P___ O-1___	T___ P___ O-2___
Non-verbal	I___ D___	E___ P___ O-1___	T___ P___ O-2___
Physical	I___ D___	E___ P___ O-1___	T___ P___ O-2___
Public	I___ D___	E___ P___ O-1___	T___ P___ O-2___
Private	I___ D___	E___ P___ O-1___	T___ P___ O-2___

I = Immediately after response
D = Delayed

E = After every response
P = Suggested pattern
O-1 = Other pattern (explain)

T = Teachers
P = Peers
O-2 = Other source (explain)

/___/ /___/___/ /#___/
SN NA UA C

4.232 Active Participation and Novelty

4.232-Q1 How often are students able to actively participate in the learning process?

/ / / /

4.24-Q2 To what degree are learned knowledge and skills used in similar and new situations?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Not used Sometimes used Very frequently used

4.24-Q3 Do you think the means provided for retention and transfer are adequate?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Totally inadequate Somewhat adequate Very adequate

4.241 Practice, Drill, Review

4.241-Q How frequently are students given an opportunity to practice, drill, or review the material to be learned? (Describe.)

Practice:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Drill:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Review:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Never Occasionally Very often

4.242 Setting

4.242-Q In what kind of group setting do practice, drill, and/or review take place? Check the appropriate box below.

	Practice	Drill	Review
Individualized			
Small groups			
Large groups			
Other (specify)			

/ / / / / / / / / / / /#/
SN NA UA C

4.25 Development

4.25-Q1 According to the author, what are the minimum initial levels of cognitive, emotional (affective), social, and physical skills required on the part of the student in order to successfully use the materials?

/____/ /____/____/ /#___/
SN NA UA C

4.25-Q2 How much importance does the author/analyst attach to the following areas of development?

Cognitive	Author							
	Analyst							
Emotional	Author							
	Analyst							
Social	Author							
	Analyst							
Physical	Author							
	Analyst							

0 1 2 3 4 5 6
Unimportant — Moderately important — Very important

/____/ /____/____/ /#___/
SN NA UA C

4.251 Assimilation and Accommodation

4.251-Q To what extent has the author taken into account development of the cognitive processes of assimilation and accommodation in the child?

Assimilation							
Accommodation							

0 1 2 3 4 5 6
Not considered — Somewhat considered — Always considered

The following definitions will be useful in answering the above question:

Assimilation--The individual's process of incorporating or taking in external reality.

Accommodation--The adjustment (imposed by a characteristic in the external environment) required of the individual.

4.252 Phases of Cognitive Development

4.252-Q Below, check those phases of cognitive development (categorized according to Jean Piaget) of the students for which the materials were designed. Describe briefly how you arrived at your decision and give an example. (Refer to Section 5.121-Q2.)

Preconceptual (2 to 4 years) _____	Concrete operations (7 to 11 years) _____
Intuitive thought (4 to 7 years) _____	Formal operations (11 to 15 years) _____

/___/ /___/___/ /#___/
SN NA UA C

4.3 Teaching Modes

4.3-Q1 What are the principal teaching modes, as identified by the author, that are to be employed in teaching the materials?

/___/ /___/___/ /#___/
SN NA UA C

4.3-Q2 What terms describing the modes are used by the author, e.g., inquiry, discovery, directed discussion?

/___/ /___/___/ /#___/
SN NA UA C

4.3-Q3 How carefully are the author's terms describing teaching modes defined?

/ / / / / / / / /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Not defined — Some definition — Very carefully defined

4.31-Q through 4.36-Q

Fill in the chart below for subsections 4.31 through 4.36. When doing the analysis in this section, keep in mind the following question: "When is the teacher or the particular resource essential in the learning situation?" Unless the author makes (or you can make) a strong case for three-way interaction (Teacher-Student-Resource), that row should not be checked.

According to the author, what is the intended proportion of use of:

		0-20%	21-40%	41-60%	61-80%	81-100%
4.31-Q	Teacher-to-Student action					
4.32-Q	Resource-to-Student action					
4.33-Q	Teacher-Student interaction					
.34-Q	Student-Student interaction					
4.35-Q	Resource-Student interaction					
4.36-Q	Teacher-Student-Resource interaction					

/ / / / / /#/
SN NA UA C

4.311 Teacher-to-Student Action

4.311-Q Fill in the chart below.

Modes or Resources	Check those included in the Curriculum Materials Package	Check the frequency of use in this category				
Exposition						
Stories						
Instructional television						
Demonstrations						
Questioning						
Audio tape						
Other (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

/ / / / / /#/
SN NA UA C

4.321 Resource-to-Student Action

4.321-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those resources checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Instructional television						
Student textbook						
Resource books:						
Fiction						
Non-fiction						
Periodicals						
Documents						
Pamphlets						
Essays						
Case studies						
Pictures:						
Color						
Black and White						
Films (8 mm):						
Silent						
Sound						
Color						
Black and White						
Films (16 mm):						
Silent						
Sound						
Color						
Black and White						
Filmloops (8 mm):						
Silent						
Sound						
Color						
Black and White						
Filmstrips:						
With recordings						
Without recordings						
Color						
Black and White						
Slides:						
With recordings						
Without recordings						
Color						
Black and White						

0	1	2	3	4
Infrequent use		Occasional use		Extensive use

4.321-Q Continued.

Modes or Resources	Included in materials	Frequency of use				
Records						
Audiotapes						
Videotapes						
Transparencies						
Other (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

/ / SN / / NA UA / /# / C

4.331 Teacher - Student Interaction

4.331-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Laboratory						
Discussion						
Question-asking						
Field trips						
Tutoring						
Seminars						
Debate						
Other (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

/ / SN / / NA UA / /# / C

4.341 Student-Student Interaction

4.341-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Role-playing						
Games						
Simulations						
Simulation-games						
Group discussion						
Debate						
Plays						
Panels						
Field trips						
Other (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

/ SN / / NA / UA / /# / C

4.351 Resource-Student Interaction

4.351-Q Fill in the chart below. Check resources included in the Curriuclum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Readings						
Laboratory						
Workbooks						
Non-print media (specify)						
Information retrieval systems (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

4.351-Q Continued.

Modes or Resources	Included in materials	Frequency of use				
Computer assisted instruction						
Programmed instruction						
Artifacts						
Independent study (specify)						
Field trips						
Other (specify)						
		0	1	2	3	4
		Infrequent use		Occasional use		Extensive use

/ / / / / /# /
SN NA UA C

4.361 Teacher-Student-Resource Interaction

4.361-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Laboratory						
Non-print media (specify)						
Simulations						
Games						
Simulation-games						
Other (specify)						
		0	1	2	3	4
		Infrequent use		Occasional use		Extensive use

/ / / / / /# /
SN NA UA C

4.4 Strategy Pattern

4.4-Q1 What is the predominant pattern of strategy use?

/____/ /____/____/ /#___/
SN NA UA C

4.4-Q2 How clear is the author about the pattern?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very unclear — Moderately clear — Very clear

4.4-Q3 How consistent do you judge this strategy pattern to be with the objectives, content, and theory?

Objectives:

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Content:

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C

Theory:

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

4.41 Selection

4.41-Q What reasons does the author give for selection of the strategies to be employed?

/____/ /____/____/ /#___/
SN NA UA C

4.42 Sequence

4.42-Q How well does the author describe the sequence in which the strategies are to be employed?

/___/___/___/___/___/___/___/ /____/ /____/____/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Very poorly — Fair — Very well

4.43 Variety and Flexibility

4.43-Q What is the degree of variety and flexibility in using the strategies?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No variety — Some variety — Much variety

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No flexibility — Some flexibility — High flexibility

4.5 Effectiveness

4.5-Q1 In general, how effective do you think these strategies will be in teaching the materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Ineffective — Somewhat effective — Very effective

4.5-Q2 Could you teach these materials? (Describe briefly.)

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No — Yes, with modifications — Yes

4.51 through 4.54 Use of Student's Time, Student Outcomes, Teacher's Time, Cost and Use of Resources

Fill in the table below.

How effective do you think the materials will be in terms of:

4.51-Q	Use of student's time							
4.52-Q	Student outcomes							
4.53-Q	Use of teacher's time							
4.54-Q	Cost and use of resources							

0 1 2 3 4 5 6
Very ineffective — Somewhat effective — Very effective

/ / / / / / / / / / / / /#/
SN NA UA C

5.0 Antecedent Conditions

Information. Antecedent conditions are the conditions which must exist, with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented.

In this section, the analyst is trying to determine what prior skills and knowledge both the learner and the teacher must possess in order to succeed in achieving the objectives which are intended by use of the curriculum materials. The analyst should also indicate if any unique characteristics and conditions should exist within a school before the materials may be used. In instances where unusual conditions should exist in a community in order for materials to be used with success, these conditions should also be discussed.

Instruction. After completing the rest of Section 5.0, write and insert here an abstract of the section in not more than 100 words.

5.1 Physical Characteristics

5.1-Q1 At what grade level(s) should students be in order to have the most success with these materials?

Grade level(s) _____ /___/ /___/___/ /#___/
SN NA UA C

5.1-Q2 At what grade level(s) should students be in order to have moderate success with these materials?

Grade level(s) _____ /___/ /___/___/ /#___/
SN NA UA C

5.1-Q3 These materials are suited for pupils of what academic status?

/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 SN NA UA C
Slow learner Average Gifted

5.1-Q4 Indicate with a check mark the success the various groups indicated below might have with the materials.

	No success	Some success	Good Success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/___/ /___/___/ /#___/
SN NA UA C

5.11 Physical Aspects

5.11-Q1 With what age students are these materials most appropriate?

Age _____ /___/ /___/___/ /#___/
SN NA UA C

5.11-Q2 Will boys and/or girls have varying degrees of success with these materials? Check the appropriate spaces in the chart below.

	No success	Moderate success	Good success
Boys			
Girls			

/___/ /___/___/ /#___/
SN NA UA C

5.11-Q3 Will motoric abilities be necessary for students to manipulate these materials? Check the appropriate space(s):

Yes	No	Fine	Gross

/___/ /___/___/ /#___/
SN NA UA C

5.11-Q4 Are there any unique physical requisites which students need in order to successfully use these materials? If so, elaborate.

/___/___/
Yes No

/___/ /___/___/ /#___/
SN NA UA C

5.11-Q5 To what degree will the physical aspects of the students have an impact on their success with these materials?

/___/___/___/___/___/___/___/
0 1 2 3 4 5 6
None Some degree A great deal

/___/ /___/___/ /#___/
SN NA UA C

5.12 Intellectual Aspects

5.12-Q At what level of intellectual development should the pupil be? What must he know? What intellectual skills should he possess?

/___/ /___/___/ /#___/
SN NA UA C

5.121 Age

5.121-Q1 Using the Wechsler Adult Intelligence Scale, indicate the intelligence levels that might have success with these materials.

(Defective) below 70	(Borderline) 70-79	(Dull-Normal) 80-84	(Average) 90-109	(Bright-Normal) 110-119	(Superior) 120-129	(Very Superior) above 130
					/ / SN	/ / / NA UA / # / C

5.121-Q2 At what level of Piaget's taxonomy of development should a student be to successfully use these materials?

Sensorimotor	
Preconceptual	
Intuitive Thought	
Concrete Operations	
Formal Operations	

/ / SN / / / NA UA / # / C

5.122 Cognitive Skills

5.122-Q1 In what areas should the student have substantial strength to successfully use these materials?

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

/ / SN / / / NA UA / # / C

5.122-Q2 What previous information must the student have acquired? Are there terms, words, ideas, materials, or phenomena he should be able to recognize or recall?

/ / SN / / / NA UA / # / C

5.122-Q3 What communications should the student be able to translate, interpret, or extrapolate before using these materials? Are there terms, words, ideas, materials, or phenomena he should be able to define or explain before beginning his study? Are there symbols he should understand or translate before he begins this course? Should the pupil be able to make estimates or predictions based on trends, tendencies or other communications before studying these materials?

/____/ /____/____/ /#___/
SN NA UA C

5.122-Q4 What tools should the pupil, without guidance, be able to select and use to study a given situation before using these materials? What generalizations or principles must the student understand and bring to bear upon these materials?

/____/ /____/____/ /#___/
SN NA UA C

5.122-Q5 Should the student be able to break down materials into constituent parts and detect the relationship of these parts and how the parts are organized before using these materials?

/___/___/ /____/ /____/____/ /#___/
Yes No SN NA UA C

5.122-Q6 Should the pupil be able to put elements together, creating a unique communication, before using these materials? That is, should the pupil be able to generalize, hypothesize, or make inferences before using these materials?

/___/___/ /____/ /____/____/ /#___/
Yes No SN NA UA C

5.122-Q7 Should the student be able to make judgments about the worth of some given before using these materials?

/___/___/ /____/ /____/____/ /#___/
Yes No SN NA UA C

5.123 Cognitive Style for Structuring Information

5.123-Q1 Does the pupil need to be of the cognitive nature that learns best through enactive representation of a structure of a discipline? Iconic representation? Symbolic representation? A combination of any two? All three? Check the appropriate spaces in the chart below.

Enactive	Iconic	Symbolic

/____/ /____/____/ /#___/
SN NA UA C

5.123-Q2 Should the pupil be of the nature that learns best by being physically and/or actively involved in a learning situation which is difficult to express in words or diagrams? Should the student be adept at playing roles, games, and/or simulations?

/___/___/ /___/ /___/___/ /#___/
Yes No SN NA UA C

5.123-Q3 Should the student be adept at working with maps, graphs, charts, diagrams, etc.?

/___/___/ /___/ /___/___/ /#___/
Yes No SN NA UA C

5.123-Q4 Should the pupil be adept at understanding a communication in the form of logical proposition? Should he be a good reader? Should he be a good listener of records, tapes, etc.?

/___/___/ /___/ /___/___/ /#___/
Yes No SN NA UA C

5.13 Affective Aspects

5.13-Q1 Should the student have given attitudes that will contribute to the success of studying these materials?

/___/___/ /___/ /___/___/ /#___/
Yes No SN NA UA C

5.13-Q2 Should the student have given attitudes that will be changed or reinforced by successful study of these materials?

/___/___/ /___/ /___/___/ /#___/
Yes No SN NA UA C

5.13-Q3 In what cases will the student's attitude make a difference in the success of the materials?

Toward school							
Toward learning							
Toward self							
Toward others							
Toward change							

/___/ /___/___/ /#___/
SN NA UA C

0 Will not a difference 1 2 3 Moderate difference 4 5 6 Will make a difference

5.13-Q4 Do the materials do anything about these attitudes?

/ / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Change Leave as is Reinforce

5.14 Social Aspects

5.14-Q What social characteristics should a student possess in order to have success with these materials?

/ / / / / /#/
SN NA UA C

5.141 Socio-Economic Level

5.141-Q Indicate on the chart below the various degrees of success that different socio-economic levels will experience in using these materials.

	No success	Moderate success	Great success
Upper			
Middle			
Lower			

/ / / / / /#/
SN NA UA C

5.142 Group Skills

5.142-Q Should the student be able to work in large and/or small groups to have success with these materials?

/ / / / / / / / /
Small group Large group SN NA UA C

5.15 Behavioral Characteristics

5.15-Q1 How should the student behave in order to have success with these materials?

/ / / / / /#/
SN NA UA C

5.15-Q2 What will students expect the behavior of another student to be while working with these materials?

/ / / / / /#/
SN NA UA C

5.15-Q3 What will the teacher expect the students' behavior to be while working with these materials?

/___/ /___/___/ /#___/
SN NA UA C

5.16 Motivational Aspects

5.16-Q1 How motivated will the student need to be to work with these materials?

/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 SN NA UA C
Unmotivated Moderately motivated Highly motivated

5.16-Q2 Will personal achievement and aspirations have anything to do with the student's success with these materials?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Nothing Something A great deal

5.16-Q3 Should the student have already determined goals in any of the following categories? Check the appropriate response(s).

	Yes	No
Vocational		
Nonvocational		
Academic		
Nonacademic		

/___/ /___/___/ /#___/
SN NA UA C

5.2 Teacher Characteristics

5.2-Q1 What type of teacher, with respect to academic background, training, and experience will have success in teaching these materials?

/___/ /___/___/ /#___/
SN NA UA C

5.2-Q2 What type of teacher personality is best suited to teach these materials successfully?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Strongly attached to orderly procedure — Somewhat flexible — Extremely flexible

5.2-Q3 What cultural and socio-economic characteristics should a teacher possess in order to use these materials successfully?

/ / / / / /#/
SN NA UA C

5.2-Q4 At what intelligence level should the teacher be to successfully implement these materials?

/ / / / / /#/
SN NA UA C

5.2-Q5 To what degree will the teacher have to be motivated to use these materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

Unmotivated — Moderately motivated — Highly motivated

5.21 Knowledge Requirements, Including Formal Education

5.21-Q How great an effect will the teacher's previous education have on the teaching of these materials?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C

No effect — Some — A great deal

5.211 Content

5.211-Q1 How many courses should the teacher have in each of the following areas to successfully teach these materials?

	Anthro	Econ	Geog	Hist	Poli Sci	Psych	Soc	Soc Psych	Other
Sem. Hours									

/ / / / / /#/
SN NA UA C

5.211-Q2 Is there any other content the teacher should have in addition to the previously mentioned content background?

/ / /
Yes No

/ / / / /#/
SN NA UA C

5.211-Q3 Should the teacher be aware of and have a working knowledge of a particular discipline's mode or methodology?

/ / /
Yes No

/ / / / /#/
SN NA UA C

5.212 Subsequent Training

5.212-Q1 How much subsequent training will the teacher need to teach these materials successfully?

/ / / / / / / /
0 1 2 3 4 5 6
None Some A great deal

/ / / / /#/
SN NA UA C

5.212-Q2 Will the teacher need training in new strategies, techniques, and/or skills? If so, specify the nature of the training needed.

/ / /
Yes No

/ / / / /#/
SN NA UA C

5.22 Experience

5.22-Q1 To what extent does teacher experience have a bearing on the successful use of these materials?

/ / / / / / / /
0 1 2 3 4 5 6
None Some A great deal

/ / / / /#/
SN NA UA C

5.22-Q2 Will the teacher need to have a number of years of teaching experience to use these materials successfully?

/ / /
Yes No

/ / / / /#/
SN NA UA C

5.22-Q3 How many years of teaching experience should the teacher have to successfully teach these materials?

years	0-2	3-5	6-8	9-10	over 10

/ / / / /#/
SN NA UA C

5.22-Q4 Is other experience besides teaching experience necessary for a teacher to teach these materials successfully?

	Yes	No
Professional		
Non-professional		

/ / / / / / / / / /#/
SN NA UA C

5.23 Cultural Background

5.23-Q1 Would a given cultural background of a teacher lead to the successful teaching of these materials?

/ / / / / / / / / / / /#/
Yes No SN NA UA C

5.23-Q2 What degree of success would teachers from the following ethnic groups have in teaching these materials?

	No success	Moderate success	Great success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/ / / / / / / / / /#/
SN NA UA C

5.24 Socio-Economic Background

5.24-Q What degree of success would teachers from the following socio-economic levels have in teaching these materials?

	No success	Moderate success	Great success
Lower			
Middle			
Upper			

/ / / / / / / / / /#/
SN NA UA C

5.25 Personality

5.25-Q1 To what extent will the teacher's personality determine success when using these materials?

/ / / /

5.31 Organization

5.31-Q Indicate the extent to which these materials will be successful when used with the following types of organizations:

	No success 0	1	2	Moderate success 3	4	5	Great success 6
Graded school							
Non-graded school							
Multi-graded school							
Self-contained classroom							
Departmentalized organization							
Team teaching							
Homogeneous class							
Heterogeneous class							
Flexible schedule							
Modular schedule							

/ / / /

5.321 Space

5.321-Q How much classroom space is needed to properly conduct class sessions when using these materials?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Normal space — Moderately more than normal — A great deal of space

5.322 Equipment

5.322-Q1 What classroom equipment is needed to properly conduct class sessions using these materials?

/ / / / / / / /
SN NA UA C

5.322-Q2 What audio-visual equipment will be needed to successfully use these materials?

/ / / / / / / /
SN NA UA C

5.33 Library

5.33-Q1 Will a school library be needed when studying these materials?

/ / / / / / / / / /
Yes No SN NA UA C

5.33-Q2 To what extent will a school library be used with these materials?

/ / / / / / / / / / / /
0 1 2 3 4 SN NA UA C

None — Some — A great deal

5.33-Q3 What resource centers will be necessary in the school to successfully use these materials?

/ / / / / / / /
SN NA UA C

5.33-Q4 What laboratories will be necessary in the school to successfully use these materials?

/ / / / / / / /
SN NA UA C

5.34 Administrative Support and Assistance

5.34-Q Will administrative support and assistance be an important factor in determining successful use of these materials?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Not important — Moderately important — Very important

5.4 Community Characteristics

5.4-Q1 What type of community is best suited for the successful teaching of these materials?

/ / / / / / / /
SN NA UA C

5.4-Q2 In what geographic areas will the materials be most successful?

/ / / / / / / /
SN NA UA C

5.4-Q3 What should the occupational-industrial makeup of the community be to successfully implement these materials?

/ / / / / / / /
SN NA UA C

5.4-Q4 What should the social attitudes of a community be to successfully implement these materials?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Very conservative — Middle of the road — Very liberal

5.41 Geographic Characteristics

5.41-Q1 Check the degree of success studentswill have with these materials in the areas given below.

	No success	Moderate success	Great success
Urban			
Inner City			
Suburban			
Rural			
Other			

/ / / / / / / /
SN NA UA C

5.41-Q2 Check below the different degrees of success students will have when using these materials in different geographic areas.

	No success	Moderate success	Great success
North			
Northeast			
East			
Southeast			
Midwest			
Southwest			
West			
Northwest			

/____/ /___/____/ /___/
SN NA UA C

5.42 Dominant Occupational and Industrial Characteristics

5.42-Q1 If these materials are to be accepted by the community, what occupational groups should dominate the community?

/____/ /___/____/ /___/
SN NA UA C

5.42-Q2 To what extent will the occupational characteristics of the community affect the successful implementation of these materials?

/___/___/___/___/___/___/___/ /____/ /___/____/ /___/
0 1 2 3 4 5 6 SN NA UA C
Not at all Some A great deal

5.42-Q3 If these materials are to be accepted by the community, what industries should dominate the community?

/____/ /___/____/ /___/
SN NA UA C

5.42-Q4 To what extent will the industrial characteristics of the community affect the successful implementation of these materials?

/___/___/___/___/___/___/___/ /____/ /___/____/ /___/
0 1 2 3 4 5 6 SN NA UA C
Not at all Some A great deal

5.421 Occupational

5.421-Q Indicate with a check mark the occupational group(s) which should make up a community in order for the materials to be successfully implemented.

Blue collar	
White collar	
Management	
Professional	

/___/ /___/___/ /#___/
SN NA UA C

5.422 Industrial

5.422-Q1 Indicate with a check mark the industrial components necessary in a community for successful implementation of these materials.

	Small Industrial Business	Small Corporations	Large Corporations
Agricultural			
Financial			
Industrial			
Retail			
Wholesale			
Other (specify)			

/___/ /___/___/ /#___/
SN NA UA C

5.43 Residents: Static or Mobile

5.43-Q Should the residents be static or mobile, or both, to successfully implement these materials?

/_____/_____/_____/
Static Mobile Both

/___/ /___/___/ /#___/
SN NA UA C

5.44 Conservative or Liberal

5.44-Q1 What should the economic attitudes of the community be to successfully implement these materials?

/___/___/___/___/___/___/___/
0 1 2 3 4 5 6
Very conservative — Middle of the road — Very liberal

/___/ /___/___/ /#___/
SN NA UA C

5.44-Q2 What should the political attitudes of the community be to successfully implement these materials?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very conservative — Middle of the road — Very liberal

5.44-Q3 What are the chances of the materials causing conflict between conservative and liberal elements of the community?

/ / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
No chance — Maybe — Sure to

5.45 Social and Cultural

5.45-Q What social and cultural characteristics should a community reflect in order for these materials to be implemented successfully?

/ / / / / / / / / / / / /
SN NA UA C

5.46 Support

5.46-Q1 Will the success of these materials depend on strong community support?

/ / / / / / / / / / / / /
Yes No SN NA UA C

5.46-Q2 What kind of community support will the school system and classroom teacher need to successfully implement these materials?

/ / / / / / / / / / / / /
SN NA UA C

5.5 Relationship to Other Aspects of Curriculum

5.5-Q How well do these materials relate to other materials being taught in the existing K-12 curriculum structure?

/ / / / / / / / / / / / /
SN NA UA C

5.51 Vertical

5.51-Q1 How well do these materials relate to the preceding year's program?

/ / / / / / / / / / / / /
0 1 2 3 4 SN NA UA C
Unrelated — Somewhat related — Relate well

5.51-Q2 Within the analyst's frame of reference, what is the title of the course taught the preceding year in the K-12 curriculum?

Course Title:_____ /___/ /___/___/ /#__/
SN NA UA C

5.51-Q3 How well do these materials relate to the succeeding year's program?

/___/___/___/___/___/ /___/ /___/___/ /#__/
0 1 2 3 4 SN NA UA C
Unre-lated Somewhat related Relate well

5.51-Q4 Within the analyst's frame of reference, what is the title of the course taught the succeeding year in the K-12 curriculum?

Course Title:_____ /___/ /___/___/ /#__/
SN NA UA C

5.52 Horizontal

5.52-Q1 How well do these materials relate to other courses being taught at the same grade level as these materials?

/___/ /___/___/ /#__/
SN NA UA C

5.52-Q2 How well do these materials relate to the following disciplines?

	Unre-lated 0	1	Somewhat related 2	3	Relate well 4
Science					
English					
Math					
P.E.					
Art					
Music					
Other					

/___/ /___/___/ /#__/
SN NA UA C

6.0 Evaluation

Information. In this section the purpose is to use the work of the analyst, along with data from other sources, to arrive at an overall evaluation about the curriculum materials. Some evaluative questions have been asked in other sections. These, combined with other sources of information, will enable the analyst to arrive at the evaluation of the materials. This section is organized so that the analyst will be able to compare his predictions with reported information prior to making internal and external comparisons and recommending uses of the materials.

Instruction. After completing the rest of Section 6.0, write and insert here an abstract of the section in not more than 100 words.

6.1 Sources of Evaluative Data

6.1-Q With respect to the analysis and use of the materials, what primary sources of evaluative data are available?

/ SN / / NA UA / /# C /

6.11-Q through 6.17-Q Instruction. Below is a checklist for sources of evaluative data about the materials. Check those sources which apply, give the title(s) of the source(s), and briefly describe each source.

Source	Check Sources Used	Title or Name of Source
6.11-Q The analyst (working from materials)		
6.12-Q1 Other analysts		
6.12-Q2 Evaluators and researchers		
6.13-Q Standard tests		
6.14-Q1 Classroom observations by teachers		
6.14-Q2 Other (specify)		
6.15-Q Out-of-class observations by: Teachers		
Administrators		
Parents		
Others (specify)		
6.16-Q Students		
6.17-Q Other (specify)		

/ / / / / / /
SN NA UA C

6.2 Effects Predicted or Reported

6.2-Q1 In general, what effects of use of the materials would you (the analyst) predict?

/___/ /___/___/ /#___/
SN NA UA C

6.2-Q2 In general, what actual effects of use of the materials were reported by researchers, evaluators, observers, and/or students?

/___/ /___/___/ /#___/
SN NA UA C

6.2-Q3 To what degree do your predictions and the reported effects agree?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
No agree-ment | Some agree-ment | Complete agree-ment

6.2-Q4 In general, how successful in use were the materials reported to be?

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Unsuc-cessful | Somewhat successful | Very successful

6.21 Success with Students

6.21-Q1 through Q2 How successful are the materials predicted/reported to be with students?

6.21-Q1 Analyst's prediction:

/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 1 2 3 4 5 6 SN NA UA C
Unsuc-cessful | Somewhat successful | Very successful

6.21-Q2 Reported information:

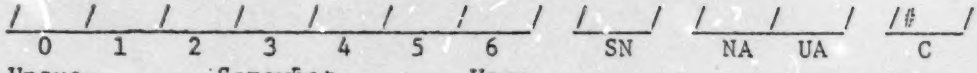
/___/___/___/___/___/___/___/ /___/ /___/___/ /#___/
0 11 2 3 4 5 6 SN NA UA C
Unsuc-cessful | Somewhat successful | Very successful

6.211 through 6.214 Student Outcomes

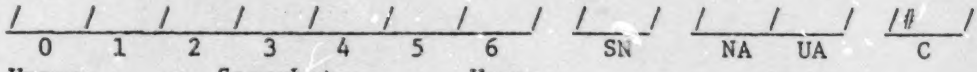
To what extent does the predicted/reported information indicate successful use of the materials with students with respect to the following outcomes?

6.211 Cognitive Outcomes

6.211-Q1 Analyst's prediction:

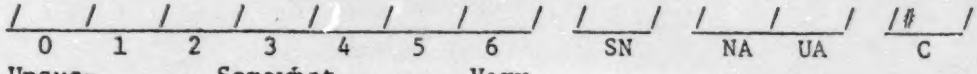


6.211-Q2 Reported information:

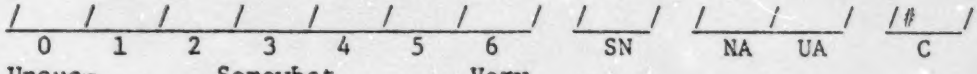


6.212 Affective Outcomes

6.212-Q1 Analyst's prediction:

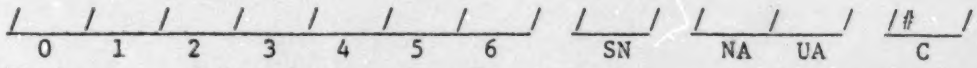


6.212-Q2 Reported information:

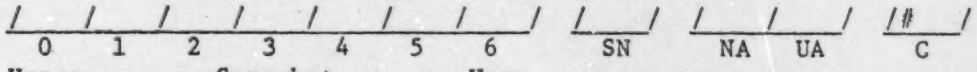


6.213 Psychomotor Outcomes

6.213-Q1 Analyst's prediction:

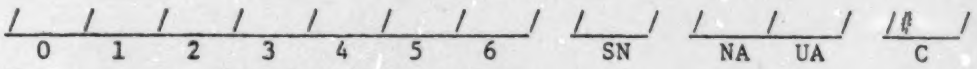


6.213-Q2 Reported information:

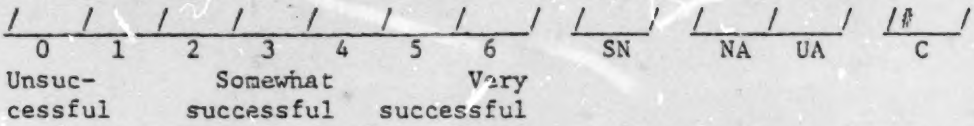


6.214 Social Outcomes

6.214-Q1 Analyst's prediction:



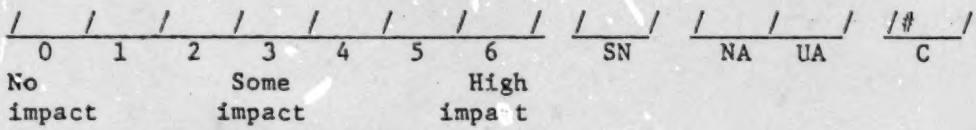
6.214-Q2 Reported information:



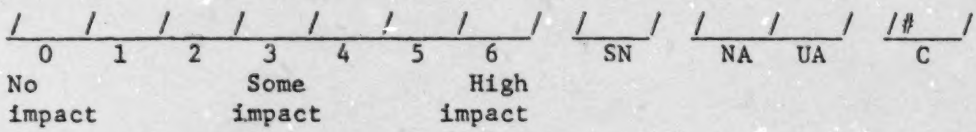
6.22 Impact on Teachers

What degree of impact is predicted/reported as a result of use of the materials?

6.22-Q1 Analyst's prediction:



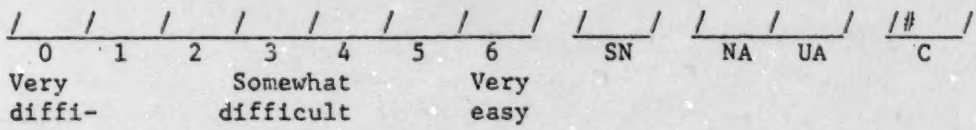
6.22-Q2 Reported information:



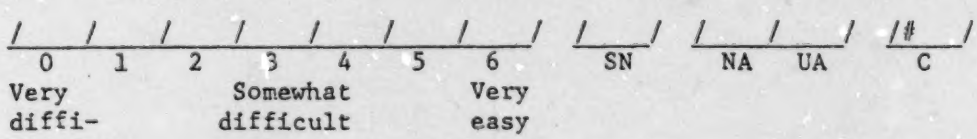
6.221 Ease of Use

How easy to use are the materials predicted/reported to be?

6.221-Q1 Analyst's prediction:



6.221-Q2 Reported information:



6.222 Teacher Training

How much teacher training is predicted/reported to be essential in order to successfully use the materials?

6.222-Q1 Analyst's prediction:

0	1	2	3	4	5	6	SN	NA	UA	C
Extensive training			Some training			No training				

6.222-Q2 Reported information:

0	1	2	3	4	5	6	SN	NA	UA	C
Extensive training			Some training			No training				

6.23 Impact on Sponsoring Institution

6.23-Q As a result of the curriculum materials project, what is the reported impact on the institution which sponsored the project?

0	1	2	3	4	5	6	SN	NA	UA	C
No impact			Some impact			High impact				

6.24 Impact on School(s) or School System

6.24-Q What is the predicted/reported impact on the school(s) and/or school system as a result of the use of the curriculum materials?

0	1	2	3	4	5	6	SN	NA	UA	C
No impact			Some impact			High impact				

6.25 Impact on the Community

6.25-Q What is the predicted/reported impact on the community as a result of the use of the curriculum materials?

0	1	2	3	4	5	6	SN	NA	UA	C
No impact			Some impact			High impact				

6.3 Comparisons

In general, how do these curriculum materials compare with respect to the following:

6.3-Q1 Author's intentions:

/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA	C
Incon-sistent and in-appropriate throughout			Moderately consistent and appro-priate throughout			Very con-sistent and very ap-propriate throughout						

6.3-Q2 Other similar curriculum materials? List those materials used as comparison(s).

/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA	C
Doesn't compare favorably			Compares favorably			Compares very favorably						

6.3-Q3 Standards of analysts:

/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA	C
Does not compare favorably			Compares favorably			Compares very favorably						

6.31 Comparison with Author's Intentions

6.31-Q1 In your (the analyst's) judgment, to what extent did the author follow through with his original intentions?

/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA	C
No fol-low-through			Moderate follow-through			Very good follow-through						

6.31-Q2 In your (the analyst's) judgment, with what degree of consistency did the author combine the components of his curriculum?

/	/	/	/	/	/	/	/	/	/	/	/#	/
0	1	2	3	4	5	6		SN		NA	UA	C
Incon-sistent			Moderately consistent			Very consistent						

6.311 Consistency

Instruction. In your (the analyst's) judgment, indicate the degree of consistency with which the author carried out his intentions, with respect to the following:

6.311-Q1 Consistency of author's rationale and objectives:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

6.311-Q2 Consistency of author's rationale and his view of the discipline:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

6.311-Q3 Consistency of author's rationale and theory of learning and/or instruction:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

6.311-Q4 Consistency of author's learning and/or instructional theory and teaching strategies:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inconsistent — Somewhat consistent — Very consistent

6.312 Appropriateness

Instruction. Indicate to what degree the following are appropriate in your (the analyst's) judgment.

6.312-Q1 Author's selected content with his stated objectives:

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inappropriate — Somewhat appropriate — Very appropriate

6.312-Q2 Author's selected teaching strategies and the selected content and objectives:

0	1	2	3	4	5	6	SN	NA	UA	C
Very inappropriate			Somewhat appropriate			Very appropriate				

6.312-Q3 Author's intended user characteristics and the selected strategies, content, and objectives:

0	1	2	3	4	5	6	SN	NA	UA	C
Very inappropriate			Somewhat appropriate			Very appropriate				

6.32 With Other Curriculum Materials

Instruction. Compared with other similar curriculum materials, to what extent does the predicted/reported information indicate the following. Note: Give the titles of materials that these materials are being compared with. (See 6.3-Q2 above.)

6.32-Q1 Analyst's prediction about comparative teachability:

0	1	2	3	4	5	6	SN	NA	UA	C
Not teachable			Somewhat teachable			Highly teachable				

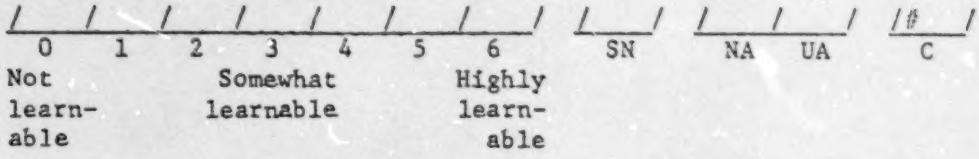
6.32-Q2 Reported information about comparative teachability:

0	1	2	3	4	5	6	SN	NA	UA	C
Not teachable			Somewhat teachable			Highly teachable				

6.32-Q3 Analyst's prediction about comparative learnability:

0	1	2	3	4	5	6	SN	NA	UA	C
Not learnable			Somewhat learnable			Highly learnable				

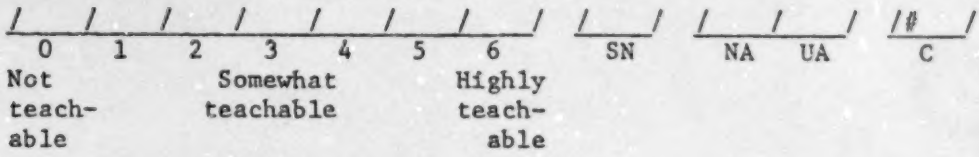
6.32-Q4 Reported information about comparative learnability:



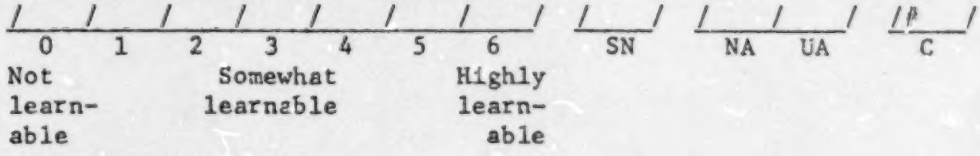
6.33 With Standards of the Analyst

Instruction. Based on your (the analyst's) standards, indicate to what extent the materials being analyzed are teachable and learnable. Prior to answering the questions below, indicate what your standards are.

6.33-Q1 Teachability:



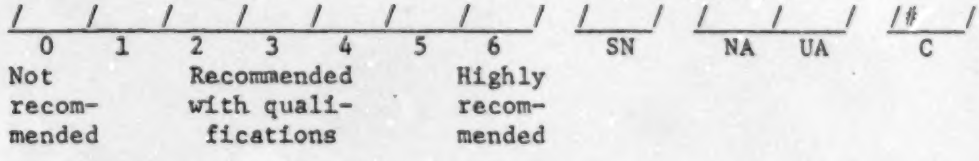
6.33-Q2 Learnability:



6.4 Recommended Uses

Information. Responses in this section in general will be based on the analysis done in the previous five sections. In particular, it will be helpful to refer to sections 1.2 and 5.0, as well as sections 6.2 and 6.3 to answer the questions in this section.

6.4-Q1 In general, to what degree would you (the analyst) recommend that these materials be used, given the intended uses described in sections 1.2 and 5.0 above?



6.4-Q2 To what degree do the sources, other than the analyst, described in 6.1 and 6.2 above, recommend use of the materials?

/ / / /

Outside Source Judgment:

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Not recommended | Recommended with qualifications | Highly recommended

6.41-Q4 Communities:

Analyst's Judgment:

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Outside Source Judgment:

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Not recommended | Recommended with qualifications | Highly recommended

6.42 Boundary Conditions

6.42-Q1 Under what specific conditions would you (the analyst) recommend or not recommend the use of the materials?

/ / / / / /
SN NA UA C

6.42-Q2 Under what specific conditions do outside sources recommend or not recommend the use of the materials?

/ / / / / /
SN NA UA C

7.0 Background of Materials Development

The purpose of this section is to provide the reader of the Curriculum Materials Analysis with a brief synopsis of some of the historical background of the project which produced the materials. Some parts of this section will repeat some of the information in Section 1.6, "Background, Sources, and Availability of Materials."

7.1 Institution and/or Person(s) Responsible for Materials

7.1-Q1 What is the institution or agency responsible for development of the materials? Are there other common names by which the institution or agency is known?

/____/ /____/____/ /#___/
SN NA UA C

7.1-Q2 Check below the type of institution or agency.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		

/____/ /____/____/ /#___/
SN NA UA C

7.1-Q3 Who is (are) the person(s) most responsible for development of the materials?

/____/ /____/____/ /#___/
SN NA UA C

7.11 Project Director(s)

7.11-Q1 through Q3 Fill in the name(s) of the principal person (I) or of two principal persons (I and II) identified in 7.1-Q3. For these two persons, check the appropriate spaces below.

I_____

II_____

7.11-Q1 Principal educational affiliation	I	II	7.11-Q2 Elementary and secondary teaching experience	I	II	7.11-Q3 Principal professional affiliation	I	II
Elementary	__	__	Little or none	__	__	Education	__	__
Junior high	__	__	Moderate amount	__	__	Social science	__	__
Senior high	__	__	Great deal	__	__	Other academic discipline	__	__
School dist.	__	__				Other (specify)		
College/univ.	__	__				I_____		
State dept.	__	__				II_____		
Other (specify)								
I_____								
II_____								
/___/ SN /___/ NA /___/ UA /#/ C			/___/ SN /___/ NA /___/ UA /#/ C			/___/ SN /___/ NA /___/ UA /#/ C		

7.12 Other Project Personnel

7.12-Q In addition to the one or two persons named in 7.11, what other professional personnel were closely associated with production of the materials? In general, what kinds of educational and professional affiliations did these persons have when they were affiliated with the project?

/___/ SN /___/ NA /___/ UA /#/ C

7.13 Origin of Project

7.13-Q Describe the circumstances which led the project personnel, authors, funding agencies, and/or others to get the project started.

/___/ SN /___/ NA /___/ UA /#/ C

7.14 Additional Information

7.14-Q How can additional information about the project be obtained?

/___/ SN /___/ NA /___/ UA /#/ C

7.2 Duration and Funding of Project

7.2-Q1 What was the major source of funding of the project?

/___/ /___/___/ /#/
SN NA UA C

7.2-Q2 Check below the type of agency that was the major source of funding.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		/___/ /___/___/ /#/ SN NA UA C

7.21 Other Sources of Funding

7.21-Q1 List other sources of funding for the project.

/___/ /___/___/ /#/
SN NA UA C

7.21-Q2 Check below the type or types of agency.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		/___/ /___/___/ /#/ SN NA UA C

7.22 Length of Funding

7.22-Q State in years (and fractions of years, if appropriate) the duration of funding.

_____ years /___/ /___/___/ /#/
SN NA UA C

7.23 Amount of Funding

7.23-Q What was the approximate amount of funding for the total duration of the project?

$_____ /___/ /___/___/ /#/
SN NA UA C

7.3 Dissemination

7.3-Q How much dissemination work--to teachers, school districts, state departments, colleges, the public, and others--was (is) done by the project and/or publisher? (Publisher's workshops should be included in the concept of dissemination, but not their publicity activities.)

/_/_/_/_/_/_/_/ /___/ /___/___/ /#/
0 1 2 3 4 5 6 SN NA UA C

None Moderate amount Great deal

7.31 Teacher Training

7.31-Q1 What kinds and amounts of teacher training have been done by the project (check appropriate boxes)?

	None			A moderate amount			A great deal				
	0	1	2	3	4	5	6	SN	NA	UA	C
Inservice											#
Preservice											#
College Teachers											#
Other (specify)											#
_____											#

7.31-Q2 Are the teacher-training activities continuing?

Yes, but less extensively_____ Yes, as before_____ No_____

Yes, but more extensively_____

SN NA UA C

7.32 Printed Information

7.32-Q1 Was a newsletter published by the project? If so, is it still available? If still available, how can the newsletter be obtained?

Was published, still available ____ None published _____

Was published, no longer available ____

SN NA UA C

If still available, how can the newsletter be obtained?

7.32-Q2 What other kinds and amounts of printed information was(are) available about the project--from the project, authors, publisher, or other sources?

SN NA UA C

7.4 Associated Programs

7.4-Q Describe briefly other materials development projects or programs in which the principal personnel of the project are, or have been, involved. What is the nature of this involvement (principal author, consultant, etc.)?

SN NA UA C

8.0 Background of the Analysis

The purpose of this section is to give information about the background of the analyst(s), the circumstances under which the analysis was done, the reasons for analyzing these particular materials, and the references used by the analyst(s) in performing the analysis.

8.1 Characteristics of the Analyst(s)

In this section, references will be made to the analyst, in the singular. However, if there are two or more analysts, information in Section 8.1 should be given for each of them individually. Throughout the rest of the analysis, if there are two or more analysts working together, it is assumed that they give a single answer to each question, representing a consensus.

8.1-Q1 What is the analyst's educational affiliation?

Elementary ___ Senior high ___ College/university ___
Junior high ___ School district ___ State department ___
Other (specify) _____ /___/ SN

8.1-Q2 What is the analyst's professional affiliation?

Education ___ Other academic discipline (specify) _____
Social Science ___ Other (specify) _____
/___/ SN

8.1-Q3 What is the analyst's highest academic degree?

BA or BS ___ MA or MS ___ PhD or EdD ___
Other (specify) _____ /___/ SN

8.1-Q4 How many curriculum materials analyses has the analyst done prior to this one, using this system or a similar system?

None ___ Two ___ Four ___
One ___ Three ___ Five or more ___ /___/ SN

8.11 Identification

8.11-Q1 What is the analyst's name? _____

8.11-Q2 Age? _____

8.11-Q3 Position? (Teacher, consultant, etc.) _____

8.11-Q4 Employer? (Name of school, school district, university, etc., including address) _____

_____

8.12 Formal Education

8.12-Q1 What degrees does the analyst hold?

Institution	Degree(s)	Date

/___/ SN

8.12-Q2 Give the approximate number of semester hours or quarter hours the analyst has taken in his undergraduate and graduate work in the following subject areas:

Education	____	Poli. Science	____	Are these	
Anthropology	____	Psychology	____	Semester hours?	____
Economics	____	Social Psych.	____	Quarter hours?	____
Geography	____	Sociology	____	Other? (specify)	____
History	____	Other social science	____	_____	

/___/ SN

8.12-Q3 How many years has it been since the analyst has been a full time student enrolled in school?

_____ years /___/ SN

8.13 Professional Experience

8.13-Q1 Indicate the number of years the analyst has taught, served as administrator, or served in another capacity at the following levels:

	Teacher	Administrator	Other (specify)
Elementary			
Junior high			
Senior high			
Junior college			
4-year college			

/___/ SN /___/___/ NA UA /#/ C

8.13-Q2 What are the principal subject areas the analyst has taught during the last five years?

SN NA UA C

8.13-Q3 What other subject areas has the analyst taught during the last five years?

SN NA UA C

8.13-Q4 If the analyst is affiliated with a particular school, indicate the type of school as follows:

Inner city ___ Suburban ___
Urban ___ Rural ___
Other (specify) _____

SN NA UA C

8.13-Q5 If the analyst is an elementary or secondary teacher, describe briefly the nature of his students in terms of learning ability, social and economic characteristics, and ethnic background.

SN NA UA C

8.13-Q6 If the analyst is affiliated with a school district--as teacher, administrator, or otherwise--indicate:

School population of the district _____

Population of the community
(which may be larger than the district) _____

SN NA UA C

8.13-Q7 Describe briefly the subject matter, length, analyst's role, and other characteristics of any workshops, training sessions, and similar activities in which the analyst has been involved in the past three years.

SN NA UA C

8.13-Q8 Describe briefly any new curriculum materials the analyst has helped develop and/or test in the last three years.

/___/ /___/___/ /#__/
SN NA UA C

8.14 Editing

8.14-Q1 Was the analysis edited by someone other than the analyst? If so, name the editor or editors and describe briefly their positions and organizational affiliations.

/__/__/ /___/ /___/___/ /#__/
Yes No SN NA UA C

8.14-Q2 How intensive was the editing?

/_/_/_/_/_/_/_/ /___/ /___/___/ /#__/
0 1 2 3 4 5 6 SN NA UA C
Very light Moderate Very intensive

8.2 Circumstances of this Analysis

8.2-Q1 Approximately how many man-hours were spent doing this analysis?

_____ hours /___/ /___/___/ /#__/
SN NA UA C

8.2-Q2 Describe the circumstances under which this analysis was undertaken:

In a workshop	____	In a class	____
In another type of inservice program	____	As part of the duties of an employee	____

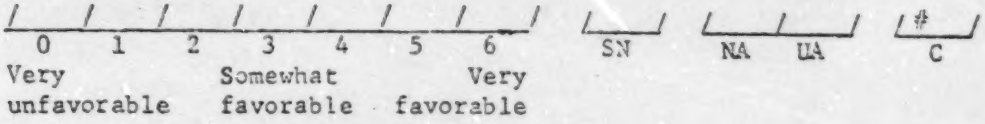
Other (specify) _____ /___/ /___/___/ /#__/
SN NA UA C

8.21 Location

8.21-Q1 Describe the location and the circumstances under which the analyst did the analysis.

/___/ /___/___/ /#__/
SN NA UA C

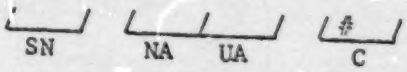
8.21-Q2 How favorable or unfavorable were the circumstances under which the analyst did the analysis, from the standpoint of producing a good analysis?



8.22 Time

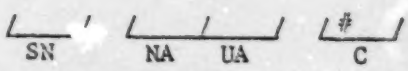
8.22-Q1 Estimate the number of man-hours devoted to each of the following phases of the analysis:

Becoming familiar with the CMAS	Becoming familiar with the materials	Doing each of the sections								Total man-hours
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	S.0	

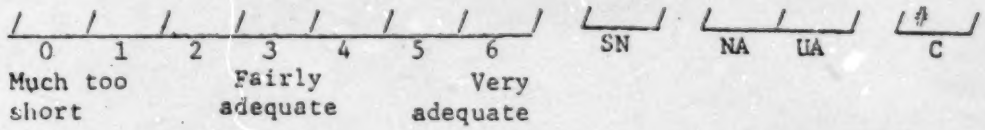


8.22-Q2 What was the total elapsed calendar time from the time the analyst started the analysis until he finished it?

_____ days or months

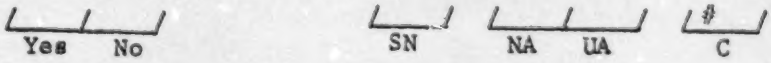


8.22-Q3 Was the time spent on the analysis sufficient to produce a good analysis with which the analyst feels reasonably satisfied?

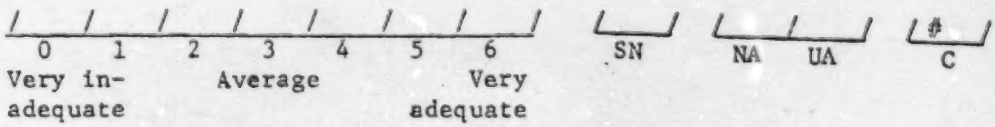


8.23 Instruction

8.23-Q1 Was the analyst working under the guidance or supervision of another person or persons? If so, identify the person(s) and his position.



8.23-Q2 If the answer to 8.23-Q1 is "yes," indicate how adequate the guidance or supervision was.



8.3 Selection of Materials

8.3-Q Was there any reason why the analyst chose these particular materials to analyze, such as previous familiarity with them or plans to teach them in the future? If so, describe the reason briefly.

/ / / Yes No

/ / / / /# / SN NA UA C

8.4 References

In Section 1.6, references are given which should help the reader of the analysis learn more about the materials. In Section 7.32, references are given which contain additional information about the project which produced the materials. In this section, the analyst should note references that he found particularly helpful in understanding and applying the analysis system.

8.4-Q If the analyst used any references which helped him understand and apply the analysis system to these materials, indicate those--two or three at the most--which were most helpful.

/ / / / /# / SN NA UA C

8.41 Detailed References

8.41-Q1 Did the analyst refer to any additional writings by the author, beyond the materials package? If so, cite the reference or references and say briefly whether and why each of them was useful.

/ / / Yes No

/ / / / /# / SN NA UA C

8.41-Q2 Did the analyst refer to any additional writings about the materials, other than writings by the author? If so, cite the reference or references and say briefly whether and why each of them was useful.

/ / / Yes No

/ / / / /# / SN NA UA C

8.41-Q3 Did the analyst consult any references about particular aspects of the analysis system, such as references on values, educational objectives, or curriculum theory? If so, cite the references and say briefly whether and why each of them was useful.

/ / / Yes No

/ / / / /# / SN NA UA C

8.5 Attitudes and Opinions of the Analyst

These questions are to be answered by the analyst after he has completed the entire analysis.

8.5-Q1 How adequately does the analyst think his analysis represents the materials analyzed?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very inadequately Moderately adequate Very adequately

8.5-Q2 How does the analyst feel about the system used to make this analysis (the CMAS)?

/ / / / / / / / / / / / /#/
0 1 2 3 4 5 6 SN NA UA C
Very negative Ambivalent Very positive

8.51 Detailed Attitudes and Opinions

8.51-Q1 In what respects, if any, does the analyst feel his analysis fails to give a good representation of the materials?

/ / / / / /#/
SN NA UA C

8.51-Q2 What weaknesses are there in this analysis system and what suggestions does the analyst have for improving it?

/ / / / / /#/
SN NA UA C